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ABSTRACT

The first issue of this semi-annual journal features presentations and papers from the sixth Annual Virginia Community Colleges Association Convention held November 17-18, 1988, including the following: "Community College Mission: An Ideology Out of Balance," by Darrel Clowes and Bernard H. Levin; "The Bottom of the Blind Man's Cup," a poem by T. J. Miller; "Developing Environmental Scanning/Forecasting Systems to Augment Community College Planning," by James L. Morrison and William G. Held; "The One-Room Schoolhouse Revisited," by Thomas H. Cook; "Student Educational Outcomes Assessment: Faculty Control of Curricular Change," by Bernard H. Levin, Metro Lazorack, and James C. Sears; "Virginia's Community Colleges and Public Schools Working Together to Reduce School Dropout Rates," by Karen A. Noel, Stephen R. Parson, and W. Robert Sullins; "Genesis, Continued," a poem by Jim Martin; and abstracts from the 1988 convention. The second issue includes the following papers: "Beyond the Mission: A Model External Funding Program," by Diana D. Hardison and Charles R. King; "Project ACHIEVE Focuses on Cooperation for Client Transition to College," by Quintin S. Doromal, Jr., and Lisa D. Gregory; "The Minority Opportunity Center for Science and Mathematics at Southside Virginia Community College," by Donald R. Spell and Linda G. Sheffield; "Title III Faculty Development Programs at Wytheville Community College," by Phyllis C. Ashworth and Thomas E. Ashworth; "An Interdisciplinary Approach to the Study of Humanities in the Vocational Curriculum," by Sally F. Nelson, Joel C. Tate, and Suzanne S. Hintz; "Focus on the Learning Disabled: Working with the Learning Disabled College Student," by Marlene Herakovich and Jeananne Dixon; "Developing an Environmental Scanning/Forecasting System to Augment Community College Planning: Implications from a Seminar," by James L. Morrison. Three book reviews are also included in this issue. (JMC)

VCCA Journal

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Volume 4
Numbers
1 and 2

Spring/Summer 1989
and
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Edited by
Darrell Hurst and Jobin Robert

CALL FOR PAPERS

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of the *VCCA Journal*

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Manuscripts averaging eight to twelve pages of double-spaced typescript are preferred. Papers should be prepared according to *The MLA Style Manual* (1985) or the *APA Publications Manual*. If an IBM compatible computer is used to prepare the paper, we would appreciate the loan of a disk with the text. Please note the word processing program used. Deadline for all submissions: 1 October 1989.

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From the Editors

The Spring/Summer issue of the *Journal* features presentations and papers from the 1988 VCCA Annual Convention held in November, which now—with spring having arrived—seems a very long time ago. Nevertheless, we maintain that many of the substantive issues presented in sessions at the convention deserve a second season, in the sense that they have an opportunity to reach the VCCA constituency as articles prepared specifically for publication. For those who attended the convention and for those who did not, the *Journal* provides a forum through which concerns are kept alive and transmitted. (As to our current readership, it includes members, member colleges, systems offices, Chancellor, legislative offices, Governor, and subscribing libraries of two and four year colleges and universities.)

The articles in this issue represent a sampling of topics presented in concurrent sessions sponsored by different commissions. The first, submitted by Clowes and Levin, treats an ideological issue and poses difficult questions for community college curriculum planners in Virginia and elsewhere. Morrison and Held from the University of North Carolina at Chapel Hill next describe a process of forecasting and planning for the future through environmental scanning. (A sequel to this paper is promised for the next issue.) Cook's article, which follows, details the role of faculty teaching in small, rural community colleges who must become "all things to all people" like the teacher in the one-room schoolhouse. Student outcomes assessment as a means of faculty gaining control of curriculum is the focus of the next piece written by Levin, Lazorack, and Sears. Our final article suggests ways community colleges and the public schools can join to reduce dropout rates; authors Noel, Parson, and Sullins are collaborating on a project identifying these kinds of exemplary partnerships. These are followed by abstracts of several presentations ranging in subject from a women's fair to faculty resistance to change. (We would like to receive more of these from convention presenters.) Our newly appointed poetry and arts editor, Robert Bausch from the NVCC at Woodbridge, has included two fine submissions by poets with community college affiliation.

The next *Journal* issue, which will be out by the end of fall semester 1989, promises to be quite exciting in that it will feature articles on grant-supported programs. If you are involved in such a program or are carrying out a research project, consider sharing it with your colleges in the VCCA.

Concluding our second year as editors, we can make a very positive observation about the *Journal* experience: our readers are interested in what appears in this publication. Submissions, inquiries, and subscriptions are more frequent than ever before. We are pleased with these outward signs of the *Journal*'s progress and hope that you are also.

Community College Mission: An Ideology Out of Balance

by Darrel Clowes and Bernard H. Levin

The ideology of the community college has never been clear, but its conflicting elements have usually maintained an uneasy balance. That balance, however uneasy, is no longer present. We see ideology as the values and beliefs behind mission statements and expressions of institutional goals. The ideology of the community college has always been in conflict because it has contained within itself the contrasting claims of Jeffersonian democracy with its call to prepare an educated citizenry and the claims of the technical and bureaucratic corporate state with its call to prepare a trained work force. This conflict is not just theoretical, but real. On one hand, a focus on individuals and their human, academic, and social development is the appropriate concern of higher education; on the other hand, a focus on corporate development needs is the appropriate focus of higher education. In the community college, this conflict is particularly salient because the institution lacks a history and a tradition of its own, is unsure of its connection to higher education, and is embedded in a commitment to responsiveness and to community. The focus has shifted from responsiveness to community expressed as student and community development, toward responsiveness to community expressed as economic development. In the process, the previously uneasy balance has been lost.

In the past, the ideology of the community college has kept the conflict contained and the goals in balance. The burgeoning of the community college during the 1960s and early 1970s was accompanied by an ideological fervor unparalleled in postsecondary education. Here was an institution whose time had come and whose mission was clear. It was the peace corps of the collegiate world. The evangelical period of the community college (mid 1950s through early 1970s) was a period in which the Jeffersonian component of the ideology drove the mission. The society supported the empowerment of minorities, disenfranchised groups, and citizens and workers outside the mainstream. The community college embraced the nontraditional students as its particular responsibility and attempted to educate them, along with its more traditional students, to become Jefferson's educated citizens. The leaders and the faculties of the community college participated in this ideology and this evangelical thrust. And perhaps, in retrospect, we overstepped our point of balance. Certainly, the shifts toward unlimited access to the courses and programs of the institution

exceeded our balance point. Certainly, the calls for community development as the central activity of the community college exceeded our balance point. Then the center of ideological mass began to shift in the society at large. The ideology changed, and with it the balance among our many goals changed.

The ravages of time and events displaced the evangelical with a more mundane ideology; the bureaucratic corporate model gradually gained sway. That shift of ideology resulted in a fragmentation of mission as well as a shift in overall effort. The shift was from emphasis on human/student/community development to emphasis on economic development. Instead of being led by social activists both external and internal to education, the college found itself led by external economic and political powers and operating internally as a bureaucratic organization in a management-oriented society. The dominant theme of this current ideology became efficiency which emphasized management and control, assessment and accountability. It engendered an environment hostile to education and overtly anti-intellectual.

Like most other institutions, the community college itself matured and became less flexible, more bureaucratic, and discovered more need to justify its existence. In turn, this made it more vulnerable to external pressures. In a tactical move that would later prove quite costly, the colleges attempted to defend against these external pressures by bureaucratizing their missionary instinct. This defense meant that internal forces became less able to induce change, became frustrated; and the common view that the community college was an effective tool for social change broke down.

We believe the ideology of the community college has shifted too far and again has produced an imbalance. The four functions of the institution remain collegiate, career, community, and remedial education; but the balance is off. Ideology has led mission and goals to an extreme position that is both unstable and untenable. Commissions call for a return to community, but do not resolve the conflicting ideologies which view community as individual development or as economic development. Cohen calls for a return to collegiate education; others call for a focus on career education as the core function of the institution. These are all signs of the imbalance now existing and of the unresolved conflicts within our ideology.

A Shift in the Goals of the Community College

The founding model of the community college, which we elect to name the Jeffersonian Model of Community, has two goals. Those goals are as follows.

1. Educating for active citizenship. A disenfranchised or incompetent citizenry could not be tolerated by a participatory democracy, lest freedom itself be forfeit. This is achieved by focusing on three educational goals. (a) Development of social consciousness where concern for the welfare and development of others is a responsibility of the citizen. (b) Concern for quality of life. Mere survival is not acceptable. Instead we must teach the value of quality of life and also how to improve that of others as well as of ourselves. (c) Work as a component of the human condition. Work is seen as a

worthy goal and a vital part of both the life of the citizen and the life of the community college. Work is, however, clearly subordinate to the preceding goals.

2. Using institutions to empower individuals. The Bureaucratic Corporate Model of Community, which has succeeded the Jeffersonian Model, also has a set of goals, which clearly differ from the Jeffersonian Model in the values they espouse. The goals of the Bureaucratic Corporate Model are as follows.

(a) Contributing to economic development. Economic development at the local level is reflective of the spirit of the times. It is a corollary of the trickle-down theory of economics. The associated educational goals are the following. (i) Training to meet industry's needs. The need to create a work force directed toward articulated needs of industry is seen as the key means by which economic development can be accomplished. (ii) Producing passive citizens. Implicitly, leadership within this model is the role of economic and political powers; rather than empowering the individual citizens, they (under this model) should be responsive to direction from above. (iii) Modeling docile workers. By further subordinating the faculty influence over curriculum (and probably college governance as a whole) this model generates a docile, disenfranchised faculty which then serves as a role model for its students. Since economic and political powers are seen as the most efficient leaders, the role of worker becomes responsiveness to the demands of the employers.

(b) Using individuals to empower institutions. Implementation of the preceding goal strengthens the power of societal, economic, and political leaders since their needs become the focal point, with the needs of the student/employee becoming subordinated.

Consequences of the Shift

This shift in ideology and goals is effectively a shift from a focus on the individual to a focus on collective or corporate entities within society. It is also a shift from the guiding vision of the student as active citizen and reformer to a view of the student as passive citizen and corporate member. As evangelical enthusiasm waned, the ideology shifted from an emphasis on human outcomes and the broad goals of social improvement and advancement. The underlying resistance to social change merged with the societal commitments to work and to the work place as ennobling. Career education and training activities flourished, and collegiate education moved to a secondary or tertiary position.

The perspective on the kind of knowledge that should be taught in the community college shifted. The liberal arts—taught to stimulate critical thinking, personal improvement, and responsible citizenship—were no longer considered high status knowledge. Instead, high status knowledge became the technical information and special skills appropriate to the work place. Even critical thinking was represented as an agglomeration of skills. Conformity and subordination of self to the organization were the values transmitted. All of higher education was affected by this shift, but the community college was affected the most. As institutions midway between secondary and higher education, as institutions balanced between training for

work and education for responsible middle-class citizenship, the community college has been tenuously linked to the system of graded education running from kindergarten through the senior year of college. The connecting link has been the collegiate function, but with the shift away from collegiate education and the related decline in transfer students, the linkage has become very weak.

We rejoice when full-time student enrollment shows upswings and collegiate education/liberal arts enrollments expand. But these swings are local and short-term and, most importantly, driven by forces outside the community colleges. They are not of our doing. The overall direction of the community college in the 1980s is away from student development and toward economic development, away from collegiate education and student empowerment and toward industrial training and the reinforcement of passive behavior. We move from providing a vehicle for social mobility to becoming another cog in the apparatus of social reproduction. Within our institutions we have moved from a culture of hope, optimism, and enthusiasm epitomized by the "people's college" and "opportunity college" appellations of the '60s and '70s to a culture shaped by bureaucratic form, bounded by "outcomes measures," "productivity guidelines," and conditions of employment. These are the signs of organizational pathology, signs that ideology, goals, mission, and their expression in curriculum are out of balance.

The Shift Explained

The external pressures representing the ideology of the society have been undergoing rapid change. During the community college population explosion of the 1960s, its culture was a reflection of the "Great Society's ideology" and thus reflective of expectations that the community colleges would provide both a gateway of opportunity to the individual and a vehicle of general societal change. Now we have quite a different ideology. Community colleges are expected to serve society as it is, to be responsive to community by meeting economic needs over individual and social needs, to emphasize career education rather than a collegiate education and to train rather than to enable.

As a nation, we are experiencing a constriction of the middle class, both in terms of economics and in terms of empowerment. The decline of the middle class has the potential for destabilizing any democracy. Thus, it is not shocking that community colleges have been pressed into the breach. Where before we represented access (both via upward mobility and status maintenance) to the middle class and prepared students for that transition, today we provide functional literacy and instrumental training appropriate to membership in the working class. We are developing a work force that is trained rather than educated, that has minimal ability to conceptualize and communicate, and that expects to be led rather than to lead. This use of society's formal organizations, especially schools and colleges, to limit and redirect citizen expectation is not new. Among others, the GI Bills were created to compensate for a postwar

oversupply of labor. While the GI Bills were not pernicious, they delayed entry into the work force, and they also broadened both skills and the educational bases for citizenship. On the other hand, the present use of the community college to reshape the work force is a response which threatens our democracy even more than the decline of the middle class. The community colleges are in effect institutionalizing the disenfranchisement of our working class. This can be a recipe for a cycle of limited opportunity and possible social unrest.

Even within the community college itself, we have sown the seeds of our own powerlessness. From the onset of the modern community college, we have emphasized the secondary school model of the faculty member: an employee who teaches and responds to administrative direction, but who does not lead either in terms of curriculum or in terms of external activities (e.g., research, publication, consulting). Thus, community college faculty members themselves have historically been disenfranchised within the context of their own institutions. As the public schools have become anti-intellectual institutions and their faculties reduced to the role of production workers, community colleges have increasingly become anti-intellectual institutions and their faculties functionaries within them. Small wonder, then, that those colleges were extremely vulnerable to pressures for a shift from the founding Jeffersonian model to the bureaucratic corporate model.

We are faced with a situation imbued with paradox. On the one hand, the proponents of traditional higher education are bemoaning the decline of general education, while on the other hand the spokesmen for the corporate community are demanding increased training for a remodeled work force in an increasingly competitive work place. Since the corporate influence has considerable political and at least short-term economic influence on this highly vulnerable facet of the postsecondary community, general education has largely been sacrificed, although in a covert manner. General education has never been clearly articulated within the community college, and therefore its vulnerability has been enhanced. Academic faculty have been the spokespeople of the collegiate function, and they have been neutralized by a lack of power to resist the demands of the corporate model.

We have succumbed to pressures and have become a training, rather than educational, arena. This shift to a training modality has also been encouraged by enrollment trends. Students, too, respond to short-term political and economic pressures. Since we have always drawn disproportionately from the underclass, and since that class has had its tentative economic situation made even more tentative by reductions in a variety of federal and state programs, it is not surprising that our students have a difficult time thinking ahead to the implications of curricular tracking.

Balance Restored

Administrators serve as the connectors and buffer between the society, here community and state, and the instructional activities of the institution. They must mediate between ideological, political, and economic demands as well as opportunities presented by society,

and pressures generated by managing within a postsecondary institution and a specific institutional culture. Administrators must both manage and lead. To maintain balance, they must pay attention to both external forces represented by ideology, expressed in political and economic terms, and to the internal forces represented by faculty pressures on curriculum issues.

Just as the disenfranchised faculty inadvertently contributed to vulnerability by bowing to external pressures, that same faculty may be the means by which balance can be restored. And it may take place in a very interesting way. The ideology of the community college shapes the goals of the institution, and the goals shape the curriculum. During periods of shift and uncertainty, the institution's goals and curriculum are vulnerable. At the course level, faculty can control curriculum since they determine what will be taught, which texts and materials will be used, and how material is taught. If faculty examine their purposes and goals critically, they can make decisions designed to educate students in the Jeffersonian Model as opposed to the Bureaucratic Corporate Model. They can work to shift the emphasis of instruction toward the empowerment of the individual.

The key emphasis of the bureaucratic corporate model is that outcomes must be evaluated. From this mind set, the community college (and to a lesser extent, other post-secondary institutions) has found itself involved in student educational outcomes assessment. This assessment process, if properly designed, can meet the demands of external powers while at the same time delivering significant control of curriculum and college into the hands of faculty.

In order to actualize this, community college faculty must take advantage of a major way in which they differ from secondary school faculty. They have been institutionalized as the subject matter experts, while in the secondary school the administrators are institutionalized as subject matter experts. Thus in a community college, the setting of educational goals and the measurement of those goals can be defensibly argued as a responsibility of faculty. It is clear that in performing outcomes assessments the faculty must take into account the stated needs of a variety of constituencies, and they must also have the final say on what is to be accomplished and how it is to be measured. They can function as intellectuals, as thinking beings, concerned with values and long-term goals within an anti-intellectual environment.

Once the faculty have a strong role in goal setting and assessment schemes, they in effect have control over the curricular decision-making process. Although that control is likely to be constrained by budget levels, even they can be made vulnerable to data generated via outcomes assessment. Certainly outcomes assessment has the potential to bring the academic budgeting process out of the closet and before faculty forums. Outcomes assessment may provide a potent counterbalance to the present process in which budgeting is not clearly tied to curriculum based decision-making.

Conclusion

The thesis of this paper is that the ideology of the community college is out

of balance. This situation has led to imbalance in the broad mission within the community college movement, in institutional goal statements, and in the curriculum. The established functions of collegiate, career, community, and remedial education are still intact, but out of balance. While ideology is set by society at large, the more specific ideologies of institutions are set by forces both within and external to the institutions. People working within these institutions have a responsibility to function intelligently and to exercise judgment about the form and direction that the institution will take. We have seen and are seeing national and state level activities focused on redefining our institutional missions. Faculty and administrators must also recognize and foster local initiatives at each community college that will address the broad issues of the ideology; they must structure the mission of institutions in a way they believe best enhances the larger society; and they must then develop the curricula which represent the beliefs and commitments of the collegiate community. It is our responsibility as the professionals in the community college to consider the purpose of our institutions and, by addressing the issue of balance, to influence the future direction. Our responsibility is to lead, not simply to be led.

Darrel Clowes is Associate Professor, Community College Program, Virginia Tech, Blacksburg, Virginia.

Bernard H. Levin is Professor of Psychology at Blue Ridge Community College in Virginia.

The Bottom Of The Blind Man's Cup

We carry our hearts
in our pockets,
but we can't give him eyes.

His white cane defies
the offer of hands
on the narrow stair.

He carries with care
the alms of our good intentions,
nickels and dimes.

Only now, and sometimes,
we see ourselves there,
in the bottom of the blind man's cup.

by T. J. Miller

T. J. Miller is a poet and fiction writer residing in Northern Virginia. She has published in *The Walrus*, and she has won the creative writing contest at Northern Virginia Community College.

Developing Environmental Scanning/Forecasting Systems to Augment Community College Planning

by James L. Morrison and William G. Held

The external environment of two-year colleges is turbulent. Leaders in the government are increasingly concerned about holding education accountable for its actions. The corporate community is concerned about the quality of entrants into the work force, particularly in an era of global competition. Technical advances in computers, robots, and videodiscs have direct implications for changing instructional delivery systems.

Analysis of environmental change and the development of institutional policies to deal with this change are key to an organization's success. Literature on organizational analysis documents the effects of the general societal environment on organizations (Osborne & Hunt, 1974; Hall, 1977; Kast & Rosenzweig, 1979; Scott, 1981). Consequently, scanning the general environment for trends that affect the organization's mission is essential to developing an effective strategic plan (Bourgeois, 1980). In essence, a college that establishes an environmental scanning and forecasting system has benefits of an early warning system to identify trends and events that, when forecasted, present both threats and opportunities to the college. With early warning, administrators can prepare their response options in anticipation of changes implied by these trends and events. This system will increase management efficiency in dealing with uncertainties inherent in the future by anticipating change and influencing the future rather than by simply reacting to it.

While educational leaders have shown an interest in developing an environmental scanning/forecasting capability (Norris and Poulton, 1987), few have developed such a system (Morrison, 1987). One reason for this state of affairs is the lack of experience in developing and operating such systems in higher education. Environmental scanning and forecasting techniques are used much more extensively in the corporate world, but the proprietary nature of this world has inhibited sharing of this technology. Boucher (1988) estimates that the development and use of these techniques in the corporate world is some 15 years ahead of that in the public sector.

The purpose of the session at the 1988 Virginia Community Colleges Association convention was to describe the structure and function of an environmental

scanning/forecasting system as this system could be used in a community college to facilitate planning. After describing the elements of this system, session participants acted as a planning team conducting an external analysis of Virginia community colleges. This paper documents the "proceedings" of the session including the key trends and events that participants felt could affect the future of Virginia community colleges. The paper concludes with a brief description of the "next steps" Virginia community colleges could take to implement an environmental scanning/forecasting system.

Basic Concepts

A few concepts must first be defined. What is environmental scanning? What are trends and events? What is an emerging issue?

Brown and Weiner (1985) define environmental scanning as "a kind of radar to scan the world systematically and signal the new, the unexpected, the major and the minor (p. ix)." Aguilar (1967) has defined scanning as the systematic collection of external information in order to (a) lessen the randomness of information flowing into the organization and (b) provide early warnings for managers of changing external conditions. More specifically, Coates (1985) has identified the objectives of an environmental scanning system as including the following:

- detecting scientific, technical, economic, social, and political interactions and other elements important to the organization;
- defining the potential threats, opportunities, or potential changes for the organization by those events;
- promoting a future orientation in management and staff;
- alerting management and staff to trends which are converging, diverging, speeding up, slowing down, or interacting (pp. 2-13, 14).

An example of the user of an environmental scanning system is an nuclear submarine captain. His periscope is not only equipped with optics to aid in viewing the immediate area out to the horizon, but it is also linked up to a satellite relay that allows him to see beyond the horizon. Each time he uses the periscope he is looking for possible targets (opportunities) and the enemy (threats). He scans the horizon for external environmental threats and opportunities.

By extension, an environmental scanning system is structured to identify and evaluate trends, events, and emerging issues important to the institution. A *trend* is a series of social, technological, economic, or political characteristics that can usually be estimated and/or measured over time. It is a statement of a general direction of change—usually gradual, long-term change—reflecting the forces shaping the region, nation, or society in general. Trend information may be used to describe the future, identify emerging issues, or project future events. For example, at most institutions student profiles are changing. Indicators of this trend are the number of minority students or the number of full-time adult students enrolling.

An *event* is a discrete, confirmable occurrence that makes the future different from the past. An event would be, "Federal funding for students' financial aid is reduced by 50 %."

An *emerging issue* is a potential controversy that arises out of a trend or event, which may require some form of response. For example, "Litigation, as measured by the number of law suits per year in American society, is increasing." An immediate consequence of this trend is substantially higher liability insurance for colleges. An emerging consequence arises from the tendency of state legislatures to protect the public by requiring licensure of an increasing number of occupations, including periodic updating of credentials. This consequence implies an enhanced opportunity for the expansion of continuing adult and professional/occupational education programs.

The Session

After a presentation of these basic concepts and an illustration of the types of information contained in an environmental scanning data base, we asked participants to identify critical trends that define the context within which Virginia community colleges would function in the coming decade, and potential events that could affect those trends or colleges directly. We encouraged participants to think broadly through all sectors (social, technological, economic, and political), and on levels from local through global. In Table 1 are those trends identified in a fifteen minute period.

We stressed that trends need to be stated in measurable terms for analytical purposes. For example, if the changing demographic composition of students enrolled in Virginia community colleges is a critical trend, in order to collect data and to forecast this trend, it is necessary to restate it as "the percentage of minority enrolled," "the percentage of students over 30," "the percentage of women students," etc.

After the trend identification exercise, we asked participants to identify events which, if they occurred, would affect these trends or community colleges directly. In a few minutes they identified the 13 critical events listed in Table 1.

Unfortunately, time did not permit forecasting either the probability of these events occurring within the particular time frame or the impact of any of these events on community colleges. We devoted the remainder of the session to a brief discussion of how a community college could establish an environmental scanning/forecasting system.

Establishing the System

Coates (1986) has described how some corporations and associations have initiated an environmental scanning system. That is, they assign one or several individuals to abstract information from a range of publications, including national newspapers, a few leading magazines, and some specialty publications. They then circulate abstracts in an internal newsletter. Morrison (1988) has identified a number of colleges using this approach (e.g., Lane Community College, Piedmont Technical College, Grambling State University, and Georgia Southwestern).

Table1
Critical Trends and Events Identified

Critical Trends

Social

- % of people needing retraining
- % of population with AIDS
- % of service area jobs
- % of urban population
- % of minority enrollment in Virginia community colleges
- % of women in Virginia community colleges
- Ratio of out-of-state/in-state applicants for Virginia community colleges
- Annual rate of population growth in Virginia
- % of community colleges converting from quarter to semester system
- % of students at Virginia senior colleges who transferred from Virginia community colleges
- % of high school non-graduates in work force
- % of Virginia community college curriculum devoted to international topics
- % of international students in Virginia community colleges
- % of poor seeking education after high school
- Average age of Virginia population
- Perceived reputation of Virginia community college education

Technological

- % of curriculum using interactive TV in Virginia community colleges
- % of Virginia community college students owning a computer
- % of students enrolled in hi-tech curriculums

Economic

- % of financial aid to non-college attendees
- % of private funding to Virginia community colleges
- % unemployment in Virginia
- Number of foreign companies migrating to Virginia
- % of financial aid devoted to high school drop-outs

Political

- % of Virginia voters classified as conservative

Critical Events

Social

- World War III breaks out
- Bush assassinated/Quayle becomes President
- Virginia community college faculty size increases 20% over next two years
- Virginia population increases 20% over next five years
- Epidemic in US
- Competition for students from four-year institutions increases 20% over next three years
- Significant increase in the number of full-time students

Technological

- Cure for AIDS is found
- Space station is established on Mars

Economic

- Dollar is devalued 20 % by mid 1989
- Three major Virginia businesses close

Political

- Black rule in South Africa a fact
- State mandates competency testing

To get started, the institutional researcher or the planning officer could interview the key decision-makers on campus to obtain their perceptions of what trends and events were critical to defining the context within which the campus would operate in the coming decade. The researcher or planner could list the identified trends and events on a Round One (R1) Delphi questionnaire distributed to key faculty members and campus administrators. This questionnaire would request respondents to: (1) forecast trends/events for the coming decade and the degree of impact these trends would have on the college if they materialized as forecasted; (2) forecast event cumulative probabilities over a specific time period (e.g., ten years) and the degree of impact on critical trends on the college these events would have if they were to occur; (3) nominate those trends and events not identified on the questionnaire but that may affect the college's future.

The planner could present the data collected from the questionnaire to key campus decision-makers at a 4-6 hour retreat in an analysis that shows the mean and frequency distribution of trend and event forecasts along with the mean impact estimate. The first exercise would be a discussion of the reasoning for the inevitable variation in each of the initial forecasts (called "Round 1" or "R1" forecasts). This discussion would serve several purposes. First, it may quickly become evident that in many instances particular trends and events were not stated so that each participant had the same understanding of the statement. Second, the discussion will elicit information/conjecture vis-a-vis the factors that may affect trend levels, event probabilities, as well as the impact of trends and events on the institution. Finally, through such discussions in repeated rounds, the way institutional decision-makers "see the world" becomes explicit, opening the possibility of developing a consistent, well informed, and reasoned institutional view of the "most likely future" of the school.

Developing Alternative Scenarios

Although the "most likely" future, the "bettable" future, is the one for which we must plan, we know that this future could be quickly altered if some critical, but low probability events occurred. Through systematically interrelating the trends and events in a cross-impact matrix, it is possible to play out a number of "what if" possibilities. In general, this process involves asking how the prior occurrence of a particular event might affect other events or trends in the set. When we have specified these relationships, it becomes possible to let events "happen"—either randomly, in accordance with their estimated probability, or in some prearranged way—and then trace out a new, distinct, plausible and internally consistent set of forecasts. This new set represents an alternative to the comparable forecasts in the "most likely" future. We can create many such alternatives. Indeed, if the model is computer based, the number will be virtually unlimited, given even a small base of trends and events and a short time horizon (e.g., the next ten years).

Scenarios are narrative descriptions of possible futures. A single scenario represents a history of the future. The "most likely" future, for example, contains all of the forecasts from the forecasting

activity in a narrative, weaving them together from some point in the future, describing the history of how they unfold. Alternatives to this future are based upon the occurrence or non-occurrence of particular events in the event set. Such alternatives define unique mixes of future environmental forces that may impact on a college or university. The range of uncertainty inherent in the different scenarios (which are, themselves, forecasts) changes the assumption that the future will be an extrapolation from the past (Zentner, 1975; Mandel, 1985). Within the context of an alternative future depicted by a scenario, the decision-maker can identify causal relationships between environmental forces, the probable impacts of these forces on the organization, the key decision points for possible intervention, and the foundations of appropriate strategies (Kahn and Wiener, 1967; Sage and Chobot, 1974; Martino, 1983; and Wilson, 1978). By providing a realistic range of possibilities, the set of alternative scenarios facilitates the identification of common features likely to have an impact on the organization, no matter which alternative occurs. It is conventional to create from three to five such histories to cover the range of uncertainty.

Policy Analysis

We initiate policy analysis when we have completed the scenarios. Since a scenario represents a forecast, we evaluate it by the same criteria described earlier (i.e., clarity, intrinsic credibility, plausibility, policy relevance, urgency, comparative advantage, and technical quality). Once we have satisfied these criteria, we review each scenario for explicit or implied threats and opportunities — the objective being to derive policy options that might be taken to avoid the one and capture the other. It is here that the value of this approach may be judged, for the exercise should result in policies that could not have been developed without having gone through the process.

Action Plans

Action plans are directly derived from the policy options developed through reformulating each option as a specific institutional objective. It is possible to assign responsibilities for developing detailed action plans and recommendations for implementation to members of the planning team. Typically, these staff members have knowledge, expertise, and functional responsibilities in the area related to and/or affected by the implementation of the strategic option. The staff will incorporate the resulting action plans into the institution's annual operational plan as institutional objectives assigned to appropriate functional units with projected completion dates (Morrison and Mecca, 1988).

Summary

The purpose of an environmental scanning/forecasting system is to provide college and university administrators with information that can facilitate better decision-making, particularly in making decisions affecting the long-range future of their institutions. Given that we live in an age of "future shock" where changes in the external

environment occur with ever-increasing rapidity, educational leaders are faced with a future that most assuredly will be different from the present. This paper has reviewed the salient literature describing a basic approach used to manage this uncertainty—identifying issues/concerns based upon experience and upon environmental scanning, structuring issues in the form of trends and events, forecasting the "most likely" future of these trends and events, assessing the interrelationships of these trends and events through cross-impact analysis, and producing alternative scenarios of plausible futures that stimulate the development of viable and robust strategic options that can be incorporated in specific institutional plans. This approach varies from a traditional long-range planning approach based upon a single set of environmental assumptions about the future. It recognizes that although the future is a continuation of existing trends, it is subject to modification by events that have some probability of occurrence. Indeed, potential events can cause environmental uncertainty. We cannot predict the future because uncertainty is a product of our incomplete understanding of trends, potential events, and their interrelationships. However, by using the best available information, we can anticipate plausible alternative futures and, thereby, limit the number of unanticipated possibilities to the smallest possible set.

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The One-Room Schoolhouse Revisited

by Thomas H. Cook

Most people view the one-room schoolhouse as a thing of the past, found only in novels about the good old days. But that is not exactly the case. The one-room schoolhouse is still with us; its name has only changed. It is now called a rural community college, and those who actually teach in rural community colleges know exactly what I mean.

Each of them probably has, at least, as great a variety of student abilities, interests, backgrounds, and motivation levels in their classes as teachers in the past had in one-room schoolhouses. And like those teachers, they must serve as their own referral source for all sorts of student-related problems. They are called upon to serve as teacher, coach, cheer leader, drill sergeant, advisor, tutor, role model, friend, consultant, and general purpose facilitator of all things, while dealing with multiple audiences and even multiple subjects all at once in the same room.

How do they do this? Their urban counterparts may have more complex lives and lifestyles away from the workplace, but they would be amazed at the variety of things the rural community-college instructors must do in a typical workday, and perhaps urban instructors could even learn a few things from them. The purpose of this paper, however, is to help rural instructors learn from their own experiences and from one another.

I will make several suggestions which rural instructors may be familiar with and then will recommend some ways in which they might put my suggestions to work.

The first suggestion is that rural community college instructors cannot afford to slant their teaching toward the so-called average or typical student. The variety of clienteles and learning objectives in their classrooms will not permit this. If they try to teach the people in the middle of the bell curve, they run the risk of losing the majority of their students, because that may not be where these students are. Just as often, rural instructors will have a bimodal or even a more dispersed pattern of student abilities or performances, and that is just the tip of the iceberg. Scores on ability or achievement tests are probably the least important variable they need to look at if they want to see an improvement in their students' learning. Remember that most of their classes are filled with first generation college students. The values and the expectations of these students are different from those of students for whom education is a family tradition. Among those values are likely to be individualism and self-reliance as well as a willingness to help others in time of need. The instructors can take advantage of these characteristics.

My second suggestion is a corollary of the first. If there is no such thing as the average or typical rural community college student, then there is probably no such thing as the average, typical learning style for such a student either, and there ought to be no such thing as the average, typical teaching style. Yet rural faculty, especially if they are themselves from rural backgrounds, fall all too easily into extremely traditional teaching styles. Just because some of their students still call their instructors "ma'am" or "sir," which would never happen in the big city, instructors should not automatically fall into the habit of playing with the pedagogical roles that their students most expect. That would stifle the students' freedom and initiative, which in some cases are already their strongest traits. We should build on these strengths rather than turning them into liabilities.

One way to control a motley crew is through structure enforced by authority, and sometimes that is a useful or even a necessary strategy. But the best time for that is on a short voyage to a specific destination.

What rural community college instructors are dealing with is quite the opposite. Their students are embarking on long voyages to a variety of destinations, most of which are not known in advance.

No two passengers get on at the same point; even if they get on at the same time, they would not get off at the same point, either. So the teacher as captain must be prepared to take the passengers at their own starting points and move them forward in a variety of directions and at a variety of speeds, all at once. The lecture method is probably the worst way to do that. Yet it is still the most popular method among faculty and is more popular at rural than at urban institutions. It ought to be the other way around. Some of the very same nontraditional strategies that supply enrichment for the occasional excellent student can also supply remediation and motivation for the less able or experienced students in the class, if only the teacher will leave the podium to try them out. Varying one's teaching styles usually increases one's efficiency and one's effectiveness at the same time. A number of excellent alternative strategies are listed on a teaching styles inventory at the end of this paper.

My third and final point is that rural faculty must promote collaborative learning among students. Those instructors who took education courses in preparation for previous careers in primary or secondary education may remember references to the old student monitor system that was invented about 200 years ago by Bell and Lancaster to provide some help for the overworked instructors in the one-room schoolhouses of that era. This was just the first revolution of a wheel that has been reinvented dozens of times by others during the intervening period, but it is often too quickly forgotten. Peer tutors, peer counselors, lab/study partners, etc., are all variations on this same theme. Even the latest "buzz words" such as "networking" are often based on the fundamental insight which inspired Bell and Lancaster so many generations ago.

Students in general learn just as much if not more from one another than they ever do from the instructor. And rural students with their high level of self-sufficiency and their willingness to cooperate with one another are already ideally prepared to engage in mutual

self-help. Indeed, pride or embarrassment may inhibit their seeking help from teachers, or even their asking a question during a lecture. But sometimes all the instructor needs to do is just get out of the way and the students will help each other spontaneously. That makes the instructors' jobs, and even the students' jobs, much easier, and often in a rural setting students need all the help they can get. Resources of rural community colleges are often limited. But the greatest resources are the students, a fact that should never be forgotten.

The rural instructors are engaged in the most important educational task of the twentieth century, and they have a truly enviable opportunity to make a difference in the lives of their students.

Teaching Styles Inventory

What is your most frequent teaching style?

- Lecture
- Discussion
- Lecture/Discussion
- Individual instruction
- Small group instruction
- Laboratory
- Other (specify)

Which of the following have you ever used?

- Take home tests
- Oral tests
- Untimed tests
- Retests
- Pre/Post-tests
- Flexible grade systems
- Pass/fail grade systems
- Contract grade systems
- Peer tutors
- Peer counselors/mentors
- Study groups
- Student note takers
- Study partners
- Break-out groups
- Brainstorming groups
- Problem sessions
- Review sessions
- Continuous alert systems
- Learning style inventories
- Study skill workshops
- Time management workshops
- Taped lectures
- Taped books/articles
- Video playbacks
- Multimedia techniques
- Models
- 3-D Graphics
- Overheads
- Visualization
- Color coding
- Background music
- Scenarios/Cases
- Simulations
- Skits
- Role plays
- Demonstrations
- Mnemonic devices
- Lecture outlines for notes

- Vocabulary lists
- Debates
- Panels
- Enrichment sessions
- Diagnostic quizzes
- Ungraded writing assignments
- Comments on drafts
- Self-paced instruction
- Highlighting techniques
- Flip charts
- Flash cards
- Relaxation/Biofeedback

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Student Educational Outcomes Assessment: Faculty Control of Curricular Change

by Bernard H. Levin, Metro Lazorack, and James C. Sears

During the first few months of 1987, the Blue Ridge Community College faculty and administration were faced with a formidable challenge. We learned that we would be required to show that our instructional programs were effective. But we had little idea of what that meant.

Our search for assistance quickly produced the information we needed. Frank Luth of James Madison University was kind enough to visit us, introduce us to the core concepts, and provide documentation of a variety of strategies and tactics. Elmo Roesler, the VCCS Assistant Vice Chancellor for Research and Planning, also met with us and has been only a phone call away when we needed help.

Our discussions with Elmo and Frank opened to us a growing network of people whose ideas we could apply freely, and whose patience has been boundless. In retrospect, we could not have developed a workable system without them. Unfortunately, they could provide only information. The nature of the task is such that each college must make its own decisions and then live with them. The remainder of this paper describes the nature of Blue Ridge, the decisions we have made, where we are in terms of living with those decisions, and how we expect this to affect college governance.

Blue Ridge is a small, rural, community college in the central Shenandoah Valley of Virginia. Our mission is to provide education, training, and community service. We employ 38 full time faculty, as well as about 100 adjuncts, and have annualized FTES of about 1100.

For many years, Blue Ridge has had components of outcomes assessment in place. Each occupational curriculum has a lay curriculum advisory committee of employers and former students; students evaluate faculty and courses; we survey graduates on an annual basis; and a variety of outside organizations review our programs. But these pieces do not a system make. Most of these components were imposed on faculty by administrators with little integration with the other components. Thus, curricular adaptation was oriented toward either internal crises or external funding.

That has all changed. Now we have in place a system which is endorsed by the administration and the faculty that allows us to measure curricular effectiveness and to improve curricula in an orderly and productive manner. A brief

description of how this system evolved follows.

The development of the system has been influenced by Blue Ridge's culture, which is atypical among community colleges. The average faculty member has been at BRCC for 12 years and takes more than a modicum of pride in the college. "Entrenched" may be pejorative, but it is certainly descriptive of our faculty. Both administrators and faculty agree that faculty should be responsible for curriculum and should have an influential role in college governance. Both administrators and faculty agree that faculty should show more initiative, taking a grip on problems and solving them, rather than relying on an understaffed bureaucracy to answer difficult questions.

Neither the faculty nor the administration was comfortable with a model imposed on the faculty by the administration. Neither the faculty nor the administration wanted to place at unnecessary risk the comfortable working relationship between the two groups. And neither the faculty nor the administration wanted to be associated with something that was ineffective, disreputable, or the source of daily drama.

We all wanted something that would help the college do an even better job for its service area. These agreements on faculty role set the stage for the college's response to the challenge of assessment.

We created a set of policies from which the remainder of the system could be generated. Some of those follow.

1. Rather than merely certify, the purpose of the outcomes assessment system is to improve our curricula, evaluate faculty, compare curricula, and compare our performance to that of other schools.

2. Since the purpose of the system is curricular, and since the curricular experts in a college are faculty, the system is designed, implemented, and managed by faculty, both at the program and at the college level.

3. Because the assessment system does not bring with it new fiscal or human resources, it must compete for resources in a zero sum game. In order to reduce conflicts with present operations, the system is inexpensive to operate and to update, and requires as little effort as we believe possible.

4. The more complicated and technically sophisticated the methodology, the less likely that it will be understood, be applied, and be used. Therefore, the system is both low-tech and straight-forward.

5. A useful assessment system is unlikely to be a useful tool for basic research. Assessment is inherently applied, and does not require either high levels of precision or the services of "Tom Swift and his electrical factor analysis machine." From the perspective of the faculty and the administration, qualitative information is likely to be more valuable than quantitative information if our primary focus is on curricular improvement. For our purpose, assessment is and should be less science than art.

Upon receipt of the VCCS documents requiring that we generate an assessment plan, the Dean of Instruction and Student Services appointed an Assessment

Committee. The selection of the Committee members proved crucial. Of eight members, two were the College's division chairmen, a third was the Registrar (who doubled as the institutional researcher), and the remaining five were teaching faculty members whose mean tenure at BRCC was 17 years. Of the five faculty members appointed to the Assessment Committee, one was the chairman of the faculty senate, one was a former chairman of the faculty senate, and all five were the senior faculty in their respective disciplines. As at most other colleges, *primus inter pares* is the key to curricular change.

The five faculty members were all sufficiently experienced that none felt inhibited by the presence of the three administrators. That the faculty members formed a majority of the Committee was important for form, not substance. At no point in the operation of the Committee has there been a faculty-administrator split in voting—in fact very few formal votes have been cast. The Committee views itself as analogous to a council of elders providing guidance based on experience and scholarship. Others outside the Committee perceive it as a group wrestling with an arcane challenge, one that we would all rather forget, but which will not go away. The Committee has made decisions and recommendations, and then marketed them to both faculty and administrators. Never during the course of the Committee's operation has either a recommendation or a decision been rejected by either the general faculty or administration.

The Assessment Committee charge was to do what seemed necessary and desirable in the way of outcomes assessment, both in planning and in implementation. The Committee wrote the College Assessment Plan, presented it for review and comment, and gained approval for the Plan from the VCCS. That was the easy part.

Selling the assessment concept and the Plan to the faculty at large was a major challenge. Outcomes assessment sharply contrasted with Blue Ridge's tradition of live and let live. It meant that accountability was on the horizon, and that, in turn, created considerable anxiety.

The workload of the typical faculty member had already increased substantially during the preceding eighteen months. We had acquired a new President who made a mandate for increased productivity, stating that financial stability (and positions) depended on increased productivity. Faculty felt threatened, overloaded, put upon, and generally down-trodden. Some of our faculty had never been expected to lead or change anything, but it seemed that everybody was being expected to change everything at once.

It was into this less than ideal situation that student outcomes assessment was cast. The Committee's first attempt at involving the general faculty was a failure—as previously mentioned, the review and comment was fruitless. The Committee decided that a different strategy was called for. One (and later two) of its faculty members was granted released time to work with other faculty on an individual peer basis. The idea of a faculty member being paid by a college to teach other faculty has its interesting points, but one on one communication was far more effective than posting notices, distributing copies, and making announcements.

Since the Assessment Plan required additional work of each faculty member, it became the task of the released-time faculty members to clarify what was required and to provide encouragement. More importantly, there was a need to overcome worries about the use of outcomes data to evaluate faculty, about the perceived possibility of a vendetta against faculty by administrators, and about the need for evaluation skills not possessed by the faculty member. BRCC's strategy made it relatively easy for most faculty to perceive both the inevitability and the desirability of assessment, but there still remained some concerns about workload excesses and skills deficits, as well as some residual institutional paranoia.

The released-time faculty members' efforts were facilitated by presentations at two consecutive general faculty meetings. At one, the members of the Committee presented the Plan, described its virtues, and endured the slings and arrows of an outraged faculty. At a second meeting, limited to teaching faculty, the Committee members provided more information and faced somewhat less opposition. It seemed a case of gradually wearing down the opposition while lobbying in corridors and offices for support. But it worked.

Although Blue Ridge's assessment system includes evaluations of placement activities, general education (both in transfer and in vocational curricula), and other components, we decided to focus most of our early efforts on assessment in the occupational majors because it was in the majors that we saw the most obvious need and the greatest potential for a quick payoff for faculty who had reservations about the utility of assessment. Here was our opportunity to make a difference.

We designed a system for assessment in the majors which is an unusual merging of administrative and instructional roles, but seems to be working. We enter the system with the individual faculty member who is assigned responsibility by his division chairman for an instructional program, for example, business management.

The faculty member is told that the Committee has written the BRCC Assessment Plan, that the Plan has been approved by the VCCS, and that certain requirements must be met. Those requirements are as follows.

1. The faculty members within each program must design a system for evaluating their own programs, with the following constraints. (a) The faculty members must clearly state what the goals of each program are. (b) There must be at least one measure upon matriculation, one during the student's tenure at Blue Ridge, one at the point of graduation, and one at some point during the subsequent five year period. There is no requirement that any particular measure or type of measure be used, but each program goal must be measured at some point in time. (c) No measure used for assessment purposes may be used for grading purposes, and vice versa. Grades are of little use in improving curricula, and allowing use of grades in our assessment system would create the potential for diluting the otherwise independent assessment system. If grades were admitted as measures, inevitably there would be rumors of self-serving grading practices.

Faculty and administrators also might be tempted by the law of least effort and thus use grades more and more as a focal measure, creating in student assessment a new application of Gresham's Law. (d) Every measure must be documented. Existing data bases should be used if they meet the need. The low-tech, concrete, qualitative, inexpensive, and simple are preferred.

2. The faculty members associated with each program were required to submit their plans with supporting documents (e.g., survey forms, essay questions) to the Assessment Committee according to a set calendar and to gain approval of their respective plans.

3. Those faculty members must then (on a four year cycle) implement the plan and then provide their data and a written report to the faculty Curriculum Committee at the end of the following academic year. The report must evaluate the data and describe what changes are indicated, what changes the faculty members will make, and what changes the faculty members are requesting that the Curriculum Committee make.

4. The same faculty members must gain approval from the Curriculum Committee for their end of year report.

The only point at which the administration enters into the assessment process is through enforcement by the division chairmen of a requirement that program faculty gain timely approval of their plan from the Assessment Committee, and of their end of year report from the Curriculum Committee. Thus the administrative role is restricted to timeliness, not substance.

In fact, the system as a whole provides only a little form and allows nearly untrammeled diversity. The faculty members associated with each program must name their own poison. And that is not easy for some to do. They must select their own measures and report on what they mean. And they must gain peer approval.

But the key feature is that faculty must either adapt program content according to what they find out or explain to their peers why changes should not be made.

Three rationales were used to communicate the reason that we were bothering with assessment. First, the process would lead us to improve the quality of the education we provide. Second, it would allow faculty members to seize control of their own fate. And third, it could be a useful student recruiting device. The Assessment Committee made quite clear that while some assessment effort was required by outside agencies, we were taking it seriously because of its utility at Blue Ridge.

After a few weeks of broad-based discussions, the Assessment Committee assigned each of its members to serve as liaison with several programs. They visited faculty from each of the programs, offering advice and support, and also offering to help shepherd the draft program plan through the Assessment Committee. They provided concrete examples of how various problems could be solved with a minimum of work. Offers of assistance, predictably, were seldom refused.

Current Status

All of Blue Ridge's occupational programs now have documented assessment plans approved by the Assessment Committee, and most have developed their survey materials. Resistance to the concept of assessment has faded.

Many program assessment plans were rejected upon their first submission to the Assessment Committee. Almost all of the rejections were due to communication failures of an evolving system, rather than to faculty foot-dragging. The Assessment Committee required that some plans be revised as many as three times prior to approving them. There is now no question that faculty are holding faculty accountable, while providing them with the support they need to attack a formidable task of assessment.

Faculty members have chosen a wide variety of variables to measure and a wide variety of data sources. Most have elected to use ad hoc surveys of some or all of the following: students, graduates, local advisory committees, employers, and field internship supervisors. The most commonly selected standardized tests are the Assessment and Placement Service tests in reading, writing and mathematics, which are required of all matriculating students. Several program faculty—e.g., veterinary technology, nursing, automotive, and secretarial science—have elected to use certification or licensing examinations administered by external agencies as circum-graduation measures.

Except for the tests and examinations, the data collection devices are generally straight-forward. Most faculty have decided to abandon subtlety and simply ask people the questions that need to be answered. The modal questions are on the order of "What are the strong (or weak) points of the BRCC graduates you've hired?" and "How should the College improve this program?"

There is no shortage of mensuration choices. SACS has been quite obliging in listing a multitude of data sources. Our faculty members have chosen to use some on the SACS list (and some not on the list), but have rejected some options entirely. For example, no faculty members have elected to use a rating scale. From their perspective (and ours) rating scales, like grades, are difficult to translate into curricular change. Few faculty have elected to use standardized tests. No program faculty have restricted their assessment plans to the minimum required of them. Some program plans go far beyond what the Assessment Committee requires. In each program, the assessment plan reflects the unique attributes and resources of the program; while there is some overlap in methodology, no two program assessment plans are alike.

Getting faculty to commit to the assessment process has been a fascinating experience. As previously indicated, we used both traditional formal and peer methods. The peer methods were fundamentally a combination of teaching and reassurance with some guidance.

The mere advent of the assessment process has caused most faculty to rethink their programs and to take a serious look at what their program goals really should be. For the first time in a long while, many are taking a look at the population they are trying to serve and how they can best do so.

Implications for Governance

The advent of assessment has led the faculty to reconsider its role in governance. Until assessment was made a part of our culture, the faculty role in governance was mostly passive unless some administrative activity rankled them; then the faculty role became adversative. But faculty did not have a continuing role in the management of the college. We have decided to use assessment as a lever to change that.

The Assessment Committee has dropped its function of reviewing occupational-technical program assessment plans and has passed that function to the Curriculum Committee. The Assessment Committee is restricting its role to development of new functions, both within assessment and otherwise. For example, the Assessment Committee is now working on tracking in developmental studies and general education both in occupational-technical and in transfer programs. When these functions are operational, they too will be passed to other committees.

The Assessment Committee is also moving toward the development of a college-wide strategic planning process. Within the next year or so the Committee will be reconstituted as the steering committee for the SACS process. Faculty are taking their proper roles as leaders in the College, rather than as production line workers. And administrators are enjoying increased cooperation, a reduction in unproductive hassles, and a more productive College.

Prospects

Conflict is on the horizon. Some of the conflict will be between education and training. Some will be conflict over competition for limited resources. Some will be between program faculty and the Curriculum Committee as they try to sort out what the data really mean. But these inevitable conflicts are only healthy signs of a college in the process of change.

We expect that assessment will tell us how well we are doing, and we expect that not all the news will be good. We also expect that the assessment process will give us guidance on how we can improve. Faculty will be more likely to see that resource distribution is related to program quality and needs. And the general public will be more aware of what Blue Ridge can do.

If we had it to do over again, we would know more before we got started, but the model we have used would be essentially the same, even though its limitations have been recognized and acknowledged. It may not generalize well to other colleges. It does not provide uniform data which would allow comparisons between programs and colleges. It is decidedly low-tech and home-brewed. But it does the job, creates a minimum amount of conflict among faculty, demands little in the way of added resources, and reasserts faculty control over curriculum. It also promises significant faculty influence in the general governance of the college. It is an exciting time to be at BRCC. That suits us fine.

Appendix

Inventory of Information Sources for Planning and Evaluation:

- statement of institutional purpose and goals
- entering student surveys
- non-returning student surveys
- exit interviews
- graduate completers surveys
- faculty-staff surveys
- retention/attrition studies
- student demographic studies
- transfer studies
- placement studies
- employer surveys
- program-course evaluations
- self-study reports
- special committee reports
- alumni surveys
- community needs assessments
- labor market surveys
- admission and/or achievement tests
- credit courses, internships, competitions, etc.
- personnel evaluations
- post-transfer performance
- performance on jobs related to major
- standardized or locally-constructed examinations
- pre-post testing
- licensure examinations
- enrollment reports
- course schedules
- financial reports
- IPEDS (HEGIS) reports
- other gov't reports (OCR, financial aid, veterans, etc.)
- Chamber of Commerce reports
- utility company projections
- news media research files
- planning district commission data
- trade association reports
- census data
- VEC data, projections
- VCCS, SCHEV, Board of Ed data
- college research projects
- program reviews
- advisory committee recommendations
- governing board directives
- formal hearings
- informal discussions

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Virginia's Community Colleges and Public Schools Working Together to Reduce School Dropout Rates

by Karen A. Noel, Stephen R. Parson, and W. Robert Sullins

Virginia's school dropout rate is a reflection of a shocking nationwide phenomenon that is a crucial educational, social, and economic problem which virtually every element of our society is called upon to resolve. Young people drop out of elementary, middle, and high schools for many reasons outside the control of the public school professionals. Community colleges and public schools have been challenged by Arthur Flemming (1986), the Carnegie Council (1979), Dale Parnell (1985), and myriad other individuals, government agencies, associations, commissions, and task forces to work together to alleviate this embarrassing and debilitating national problem. Educators in Virginia, and throughout the nation, are tackling the problem through a number of exemplary partnerships between schools and community colleges.

The Dropout Problem

Although the estimates vary widely, the extent of the dropout problem is appalling. The General Accounting Office reported that in "October 1985 there were about 4.3 million dropouts age 16-24, of whom about 3.5 million were white, about 700,000 were black, and about 100,000 were other races" (1986, p. 5). The U.S Department of Education reported that in the 1985-86 school year "682,000 American teenagers dropped out of school—an average of 3,789 each day" (Office of Educational Research and Improvement, 1987, p.1). In Chicago the dropout rate was 38% for whites, 56% for blacks, 57% for Hispanics, and 50.7% for all races (Hahn, 1987, p. 257).

Virginia is not immune to the dropout problem. Using the very conservative data reported by the Virginia Department of Education, more than 17,000 youngsters, grades eight through twelve, dropped out of their schools during 1985-86 (Department, 1987). Tracked by community college regions, the number of dropouts ranged from a high of 3254 in the Northern Virginia Community College area to a low of 149 in the Eastern Shore Community College region. Table 1 provides a graphic picture of the dropout problem in every college region. One needs only to consider the number of dropouts accumulated in each region over a five to ten year period to understand the severity and pervasiveness of the problem.

The Community College Challenge

The Board of Directors of the American Association of Community and

Table 1

1985-86 School Dropouts in Virginia, Grades 8-12,
by Community College Region

College Region	Number of Dropouts
Blue Ridge Community College	504
Central Virginia Community College	673
Dabney S. Lancaster Community College	184
Danville Community College	468
Eastern Shore Community College	149
Germanna Community College	869
J. Sargeant Reynolds Community College	1,778
John Tyler Community College	1,157
Lord Fairfax Community College	558
Mountain Empire Community College	484
New River Community College	362
Northern Virginia Community College	2,801
Patrick Henry Community College	326
Paul D. Camp Community College	795
Piedmont Virginia Community College	402
Rappahannock Community College	383
Southside Virginia Community College	523
Southwest Virginia Community College	404
Thomas Nelson Community College	639
Tidewater Community College	2,797
Virginia Highlands Community College	253
Virginia Western Community College	541
Wytheville Community College	264
Virginia Total	17,314

Source: Information extracted from *Facing Up - 21: Statistical Data on Virginia's Public Schools, 1985-86 School Year.* Department of Education, June 1987.

Junior Colleges has recognized the roles community colleges can play in alleviating at least a portion of the dropout problem. The first item of the Association's 1988 Public Policy Agenda includes the charge to "strengthen the high school/community college connection and curricular articulation among higher education institutions." The second agenda item urges promotion of "the design, implementation, and support of special programs and services aimed at helping those less advantaged individuals commonly referred to as 'at risk' populations" through means such as "helping member colleges to develop programs and practices aimed at increasing the number of students earning high school diplomas or equivalency certificates" (AACJC, 1987, p. 3).

More recently, the Commission on the Future of Community Colleges expressed a need for expanded partnerships with public schools. Specifically, they urged community colleges to "work with surrounding schools to identify at-risk youth and, beginning in junior high school, provide enrichment programs that would make it possible for such students to complete high school and move on to higher education" (Commission, 1988, p. 36). It seems clear that community colleges can assist in the reduction of dropout rates and that there is growing support for becoming involved with the public schools in collaborative efforts targeted on potential and actual dropouts.

Collaborative Efforts in Virginia's Community Colleges

Recognizing the importance of discovering and sharing information about community college/public school efforts to reduce dropout rates, faculty members at Virginia Polytechnic Institute and State University obtained a grant from Exxon Education Foundation to support a national research project in this topical area. Data reported here comes from this research project.

Virginia is in the top quartile of all states based on percent of community colleges reporting one or more cooperative dropout prevention activities with the public schools in their service areas. States reporting higher percentages of community colleges with public school dropout prevention cooperatives include Maryland, North Carolina, and Florida. Of the 23 institutions in the Virginia Community College System, 20 responded to the mailed questionnaire, an 87% response rate. Of the 20 respondents, 14 (70%) reported one or more cooperative programs, and the remaining 6 (30%) reported no programs.

Dropout prevention may be thought of in terms of three program types: (a) programs that are designed specifically to work with at risk students to keep them in school, (b) programs to recover students once they have dropped out, and (c) improvements in the educational system that have potential for increasing school graduation rates.

Targeted prevention programs were reported by 9 institutions (45%), dropout recovery programs by 9 institutions (45%), and systemic improvements by 4 institutions (20%). A single dropout prevention program can serve both at risk youth who are still in school and those who have already dropped out. When this situation was observed, such programs were counted in both categories to reflect the types of services being provided. It is likely that additional

cooperative efforts, especially in the category of systemic improvement programs, exist but were not reported. Dropout prevention usually is not a specifically stated objective of many systemic improvement efforts. Therefore, those efforts may not be reported as dropout prevention even when having that effect.

Targeted Dropout Prevention

The ten targeted dropout prevention programs reported in Virginia use a wide variety of program approaches, reflecting the diverse origins of the dropout phenomenon and an awareness of those groups which have higher than average dropout rates. Some programs focus on teen mothers, others on underachievers, and still others on minorities and low income students.

An adopt-a-school program at Northern Virginia Community College, Annandale Campus, which began in 1985, is an example of an early intervention program with long-term objectives. The college adopted Timber Lane Elementary School and established a relationship that focused on low-income, underachieving, and minority students who do not view college as a possibility. Enrichment activities aimed at raising aspirations and expectations are offered at each grade level and provide services to nearly 500 students each year.

At Danville Community College, Bridging the Gap: Cooperative Program for Minority Recruitment was initiated in 1987 to provide selected junior high school students with academic assistance in reading, English, and math. College students serve as "campus mentors." A career awareness component provides contact with minority professionals and visits to work sites. Contact with participants will be maintained through a four-year-long follow-up plan. Forty-one students are served each year by this State Council on Higher Education of Virginia (SCHEV) funded program.

Also at Danville is a New Focus cooperative that began in 1987. Teen mothers who are present or potential dropouts are provided with an opportunity to complete high school in a regular school setting while enrolled in a cooperative education program to gain marketable skills. Personal and career counseling, life skills training, and pre-employment preparation are funded to serve 30 students per year by the State Vocational and Adult Education Division.

The Teenage Mother Program begun in 1987-88 at Dabney S. Lancaster serves thirty young women ages 13 to 19. This program serves mothers who remain enrolled in high school and those who have dropped out. Child care and transportation assistance, part-time temporary jobs, and personal and career counseling are offered. In addition, tuition, books, and materials are available for those pursuing a General Education Diploma (GED). Project Horizons at Eastern Shore Community College received SCHEV funds to identify middle grade students with academic potential who would not be expected, based on socio-economic status, to prepare for or enroll in college. Tutoring, counseling, and enrichment activities were offered to 19 students in the program's first year of operation. Participation through high school graduation guarantees admission to Eastern Shore with college financial

assistance provided by the college foundation.

Talent Search programs are offered at both J. Sargeant Reynolds Community College and Mountain Empire Community College. Talent Search, a federal TRIO program designed to help students overcome social and cultural barriers to higher education, is funded under Title IV of the Higher Education Act of 1965. It provides college information, educational guidance counseling, and support services for low-income high school students, dropouts, and graduates.

At New River Community College, Community Alliance for Recruitment and Retention of Black Students received SCHEV funds to serve 60 students a year. Started in 1986, the program has three components: (a) a tutorial program for black secondary students; (b) an awareness program for parents of black students; and (c) a communications network linking the college, the Minority Academic Incentive and Family Financial Planning Program at Radford University, the Virginia Tech Academic Success program, elementary and secondary schools in the service region, other educational and social service agencies, and the black communities. The goal of the program is to develop a community support system for black students through which they can achieve at the secondary level and strengthen aspirations for higher education. To date, there have been no dropouts among program participants.

The Student Recruitment Identification and Retention Program at Central Virginia Community College is a cooperative that involves the college with both Campbell County Schools and Longwood College. The cooperative endeavor began in 1987-88 to identify minority students and provide them with support services including career planning assistance, mentors, and stipends to cover SAT preparation and testing. Funds are provided by a SCHEV grant to serve 45 students.

The Student Recruitment and Retention Program started in 1984-85 at Piedmont Virginia Community College uses funding from SCHEV and Charlottesville High School (CHS) to work with low income and minority students. Each year 350 students are served by a counselor who provides student support services needed to encourage effective post-high school planning. The counselor, who is jointly funded and appointed, has offices at both the college and CHS. A slight reduction in the CHS dropout rate already has been observed.

Dropout Recovery

In addition to the four programs described above that combine work with at-risk youth still in school and with dropouts, six dropout recovery programs were reported. Project Graduation at Southwest Virginia is officially known as the School Dropout Reduction Initiative. Begun in 1986, the program identified dropouts within one to four units of high school graduation and provided regular college and special courses that could be taken to meet individual needs. The credits earned were transferred to the last high school attended, and the high school awarded the diploma. Using funding from the Appalachian Foundation, four county boards of education (state vocational education funds), and private donations, the program facilitated 36 students who completed graduation

requirements in the first year. Other students are nearing completion.

An Adult High School Diploma Program at Wytheville Community College started in 1986 and graduated eight students in 1987. The college provides facilities for the program; diplomas are awarded by the public schools. Funding is 40% local money from Wythe County Schools and 60% state adult education funds. Approximately 25-30 students per year are served.

Adult Basic Education (ABE) and GED Programs were reported by four colleges. Eastern Shore Community College began its ABE/GED program over 10 years ago. ABE funding comes directly from the State Department of Education; GED funding is on a contractual basis with the county schools. Southside Virginia Community College's ABE/GED program began about 1982. The college is funded directly by the state Department of Education for this program. Approximately 100 students per year are served, and some of the graduates have continued on to college courses. TEEN at Mountain Empire is funded by the state Vocational Sex Equity Office. Teen-age mothers who have dropped out are served by providing a support center, cooperative education, tuition, child care, and transportation. Students are encouraged to return to high school or take developmental courses at the college toward the GED. General Education Program Index (GEPI) testing, GED preparation classes, and GED testing are part of the Basic Literacy Instruction program at Patrick Henry. In 1986-87, 342 GEPI tests were administered, 100 basic literacy participants were served, and 30 participants received their GED.

Systemic Improvements

Four colleges reported systemic improvement cooperatives as being related, although indirectly, to dropout prevention. By improving the school programs and providing a focus beyond high school graduation, students may be encouraged to stay in school and graduate. Such agreements, as one respondent noted, can provide motivation for high school students not only to stay in school, but also to go on to college.

Vocational/Technical Articulation at Mountain Empire Community College started in 1987 and includes agreements with Wise, Scott, and Lee Counties as well as Norton City schools. At Virginia Western Community College, 2 + 2 programs have been articulated with the city and county schools. Northern Virginia Community College at Loudon has both articulated programs and a high school enrichment program. College courses have been available to high school students since 1975. The availability of challenging and enriching college courses can provide opportunity for a few students who might otherwise drop out.

The Vocational Program at Southside Virginia Community College, begun in 1983, provides instruction at the college for two school divisions. Students who are bussed to campus receive both high school and college credit as well as some advanced placement in the college program. The local school divisions pay college tuition for the 40 to 50 participants.

Promising Models

Examples of varied approaches to cooperative dropout prevention initiated

by Virginia colleges are similar to those reported nationwide. Two promising cooperative models identified in the national study, but not found in Virginia, are worthy of consideration by colleges beginning or expanding dropout prevention efforts with their local schools.

Career Beginnings and Middle College programs are both targeted dropout prevention programs that work with at risk youth who are still in school. Career Beginnings programs are designed to assist high school juniors from low-income families to graduate from high school and get full-time jobs or attend college. Career Beginnings programs, coordinated through the Center for Human Resources at Brandeis University, now operate at 25 colleges and universities that collectively are serving more than 2400 students. Program components include mentors, summer employment, job skills development, college application assistance, and a variety of support services.

Middle College programs based on the La Guardia Community College model are being initiated at a number of community colleges. At risk high school students attend Middle College classes on a community college campus where they have the privilege of using college facilities and interacting with college students. This approach is based on the principle that these students have more in common with college-aged students than with younger public school students and can function better in the Middle College environment than they did at their previous school. The model includes small class size, flexible pacing, individualized instruction, academic program choices, a strong counseling program and service-oriented career education through an internship program.

Conclusion

The energy and enthusiasm evident in cooperative dropout prevention programs underway in Virginia are positive indicators of brighter futures for our at risk students. Most of the reported programs among VCCS institutions began in the 1980's; half of them began during the past two years. Although experience with the programs is brief, their outlook is promising. Follow-up of participants and thorough evaluations of the programs will provide useful information to other colleges as they determine the most successful approaches for implementation in their service areas.

Programs and services already implemented by Virginia's community colleges offer possible approaches for other colleges to undertake. Of special interest are the Career Beginnings and Middle College programs outside Virginia that have been successful with at risk students.

Virginia community colleges are strategically located to serve as dropout prevention partners working with public schools throughout the state. Although there is much to be learned about cooperative dropout prevention programs, enough is known to provide encouragement to proceed with some programs in every community college region. The loss of human potential represented by Virginia's 17,000 annual school dropouts should inspire leaders at every community college to begin efforts directed at assisting public schools solve the dropout problem.

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Genesis, continued

They are here. Like Australian fish that climb trees
or walking catfish on Florida roads
they may already walk on or burrow in the land we live on.

They may yet scurry on or hide
in the mud beneath our boats.
They'll have brains like ours, maybe.
Life requires replacements and ours
have stepped aimlessly into line.

We don't know them.
They have no thought of us, or any thought,
but they are here, now.

They will ponder our bones and our works,
wonder what happened to us
like we wonder about dinosaurs
or the genius lost with Neanderthals.

They will see themselves as the ideal
end result of evolution
or as the image and likeness of god.
They will thrive and tell each other
that it doesn't get any better than this.

And beneath their feet
and in the waters we came from,
as long as this planet exists
other followers will struggle
aimlessly up from the mud,
tracking them as they tracked us
to become another
image and likeness of god.

by Jim Martin

Jim Martin is a poet and fiction writer. His work has appeared in *The Manassas Review*, *The Walrus*, and other small magazines.

Abstracts from the Sixth Annual Convention of the Virginia Community Colleges Association, November 17-18, 1988

Faculty Resistance To Educational Change

by Jim E. Geiger
Virginia Highlands Community College

Changes that affect the teaching-learning process are often resisted by faculty. The literature identifies three profiles of resisting faculty. The first describes a faculty member as a rational adopter, one who will accept any change if the information explaining the change is presented in a logical fashion. This view of faculty is not widely accepted.

The other two profiles, the stone age obstructionist and the pragmatic skeptic, offer a more realistic view of faculty resistance to change. The former does not wish to disturb the status quo while the latter emphasizes the autonomous nature of the classroom.

Clark, Lotto, and Astuto (1984) define educational change as "a process of coming to grips with the multiple realities of people who are the main participants in implementing change." Change involves a description of what is to be altered and also an explanation of the processes to be used in affecting the change.

The implementation of change depends on how both the faculty and the administration perceive the changes. In order for the change proposal to be fully implemented, institutional leadership must exhibit a commitment to the proposal. Changes will necessitate alterations in the current state and may cause behavioral changes in the faculty if the teaching-learning process is affected.

One important variable affecting faculty receptivity to change is the practicality of the change proposal. Practicality is the faculty member's perception of the consequences of implementing change.

Doyle and Ponder (1977) cite three components of the practicality ethic. The first, instrumentality, asks how the change proposal allows for classroom contingencies. The second, congruence, considers how clearly the change proposal describes the things to be altered. The final component, cost, involves the amount, personal time, energy, and skill that will be needed to effect the change.

Determining what variables are most important in effecting change is not an easy task. However when changes that affect the teaching-learning process reach the implementation stage, practicality appears to be a significant factor for further research.

Women's Fair: A Real Community Experience

by Susan Collins and Annetta Richardson
Lord Fairfax Community College

Women's Fair is a day Lord Fairfax Community College has set aside to offer seminars and workshops free of charge to women of all ages. It is a service project as well as a means of recruiting. Many women visit LFCC for the first time during this event which offers many activities in a non-threatening, relaxed environment. A women's fair is not an original concept at LFCC but was modeled after a similar project held at Thomas Nelson Community College which representatives from LFCC visited during the summer of 1986.

From the minute Women's Fair participants arrive on campus, there are many helping hands to show the way. Inside the school, the hallways are prepared with directional signs. When in doubt as to where to go, visitors are guided by employees who are there to lend a helping hand. Special t-shirts worn by the employees of the College help to identify those who are involved with the fair.

The day's special features are the workshops and seminars. Presenters—who include LFCC faculty, staff, and administrators, local business CEO's, community leaders and service agency personnel—participate free of charge. The topics include such subjects as education, physical fitness and nutrition, and cooking and crafts. These presenters are awarded certificates of appreciation for donating their time and talents.

Another of the day's events is a free lunch. During the first year, the participants were treated to a cook-out, but to shorten the lunch hour in the second year, they were given box lunches. At this time, a number of community organizations set up booths to distribute information. For example, the American Red Cross took blood pressures while the Concern Hotline distributed information. After lunch, door prizes are given to lucky participants that include such items as LFCC mugs, free 3-credit courses, and dinner for two at local restaurants. Many other items are donated by local business, and a variety of food is available throughout the day.

What are the children doing during Women's Fair? The children, ranging in age from 3 to 10 years, are involved in a variety of separate activities that include face painting, nature hikes, crafts—such as building bird feeders and making terrariums—and visits from a local clown.

The funding for Women's Fair has been provided through the LFCC Educational Foundation and the local College Board. Costs have been minimal, ranging from $500 to $1,000.

Women's Fair is planned and organized around a number of committees which develop and administer the activities; they are constituted as follows.

- The registration committee is involved primarily with pre-registration, workshop and seminar selection, check-in, and collection of door prizes.
- The Child Care Committee is responsible for registration, check-in, release forms, children's event schedules, crafts, snack preparation, and general entertainment.
- The Seminar/Workshop Committee schedules all workshop and presenter topics which must be confirmed before publicity and brochures go out. Committee members also serve as hosts and hostesses for presenters during the event.
- The Food Committee coordinates all eating activities for the day including check-in, presenter hospitality room, and lunch. (Many of the food items are donated from local businesses.)
- The Publicity Committee is responsible for all areas of advertising such as brochures, posters and flyers, news releases, public service announcements, and personnel scheduled for TV and radio spots. The committee also seeks avenues for a variety of free advertising including milk cartons, paper bags, newspapers, and bill boards.

Women's Fair, a fantastic experience for women of all ages, brings females together to share life, learning, and friendship.

Student Development Services in the Virginia Community College System: Possibilities Based on a Rural Community College Model

by Armand Opitz
Southwest Virginia Community College

The future of student development services at Southwest Virginia Community College will be based on collaboration, outreach, the use of paraprofessionals, and a commitment to the development of student self-enhancement skills.

Within the college, this means that counselors work as team members with instructional faculty and utilize paraprofessionals or trained student peers to assist in the delivery of services and in the development process. Participants include over 20 clubs.

Student tutors are a key part of the Special Support Services program. For example, student peer counselors serve as an important component of the Vocational Sex Equity sponsored programs at the college. Students have also traditionally been employed as part-time workers, often in jobs that involve the delivery of services to other students. This trend will continue into the future.

Outreach involvement with the college community is also important. College counselors are scheduled to conduct in-school interviews in 12 of the 14 area high schools. The college has, for several years, used a team composed of faculty, staff,

counselors, and students as part of Project INFORM, a major outreach effort aimed at both graduating high school seniors and older adults. In addition, the staff has presented educational and financial aid information to area Virginia National Guard units and published a joint information brochure.

The outreach also includes collaborative sponsorship of area job fairs with nearby community colleges as well as nearby senior colleges and universities. Another major initiative is a cooperative agreement with Cumberland Mountain Community Services, the local mental health agency. In addition to referral arrangements, counselors from both agencies meet together quarterly. Furthermore, the college encourages, as part of the orientation course, volunteerism in cooperation with United Way and other service agencies.

The list of activities briefly mentioned above could go on and on. The collaborative effort will generate grant funding and community support. The concept of networking, popularized by John Naisbitt in *Megatrends*, is a viable basis for the future.

An Alternative Organizational Structure for Learning Resources at Virginia Highlands Community College

by Neil F. Murphy
Virginia Highlands Community College

The staff of Virginia Highlands Community College believes that academic and instructional support services are and should be pro-active, not reactive—the hammer, not the nail. Ideas should flow from the division; the division should not wait passively for educationally innovative ideas and technologies to be brought to it. In academic support services, our responsibility is to demonstrate how instructional services can improve the quality of teaching and the efficiency of teachers within the college. When the teaching faculty view academic services as an area that improves their instruction and, at the same time, makes their work easier, the success of the division in the overall framework of the college is assured. If the division does not achieve this and becomes or remains a passive service, it should probably no longer exist as a division with a director answering to a dean.

Conditions Prompting Divisional Reevaluation of Learning Resources at VHCC

- Reduction in use of the library.
- Increase in electronic information resource availability and use.
- Reductions in budget for both operation and staff.
- Observation of the weakening and extinction of Divisions of Learning Resources (at other Virginia Community Colleges).
- Rapid expansion of telecommunications use at the college in all academic, administrative, and community service areas.

- Increasing need to measure and validate skills in entering and exiting students.
- Twenty-year history of expanding comprehensive learning resources and instructional support, not just an expansion of the library, is exemplified by the fact that the Director of Learning Resources does not have a degree in Library Science, the Coordinator of Library Services does, hence the degree and the skills are at the appropriate functional position.

Actions Taken to Broaden the Services Given to the College

- Telecommunications responsibility moved into the division, which includes: (1) telephones; (2) conference phones, speaker phones; (3) satellite reception; (4) on campus video distribution, including electronic bulletin board; (5) video projection for teleconferences serving up to 270 people; (6) servicing phones, modems, etc. owned by campus including the units on faculty desks; (7) installing new extensions on campus; (8) pay phones for student use; (9) specialized office intercommunications units for library, bookstore, administrative networking.
- Evening management of the college. The part time faculty mail boxes and lounge are located in the LRC and directed by the Director of the division. The PBX is answered in the division at night. All college administration in the evening shifts to the LRC and its director and staff.
- College publicity, TV spots, radio spots, and many newspaper stories are produced by the LRC and staff.
- All intake diagnostic testing is done by the LRC staff in the LRC. Computerized test scoring with item analysis is centered in the LRC. The equipment may be run by the faculty or the LRC staff.
- All instructional use of computers is coordinated by the LRC, and the computer laboratories are maintained by the LRC staff. A repair technician who is also responsible for the telephone system is part of that staff.
- All typing for part time faculty, all test and course outline reproduction, and overflow typing from divisional offices is done in the LRC with modern word processing equipment.
- Annually held competition in academic areas between high schools in the service region (9) with sizeable academic scholarships to the winning and token scholarships to the losing schools is sponsored by the division. This competition is conducted cooperatively with the instructional divisions, but the center of planning and execution of this event is the LRC. This program has been so well received that a local businessman this year endowed the competition with a single donation of $10,000. TV, radio, and print media coverage has expanded each year of this competition.
- The LRC staff members are evaluated by faculty and students as to satisfaction with personnel and services. This involves risk taking on the part of the staff. Real and measurable changes and improvement in service are achieved through a knowledge of the perceptions of those being served.

- LRC staff members instruct credit courses on a limited basis in areas of their specialty, as compatible with VCCS policy. Areas include psychology, health, biology, physical education, motorcycle safety, and photography. It broadens the base of contact with other aspects of the college.
- The attitude that administrative services, supportive services of all kinds, exist so that teachers can teach is fostered by all division members.
- An annual three-day information booth is maintained in the largest local shopping mall prior to fall registration by the LRC and assisted by other classified staff, faculty, and administration.
- VHCC became the second college in the system to install a FAX machine and initiate use of this technology.
- Outcomes assessment activities are channeled through the division with the Coordinator of Academic Support Services serving as permanent committee chair.

Results

- The divisional staff has increased.
- The budget has increased.
- Faculty appreciation of service has increased as demonstrated by annual surveys.
- Competition between divisions for computers, equipment, services has decreased.
- Public service through offering free teleconferencing has increased the numbers of people on campus, and in turn the enrollment in credit classes. We get an ad in every teleconference.
- LRC staff are recognized as campus and community leaders. For example, the director was the first and only administrator to be elected president of the Faculty Senate and the only person to serve as two term president (maximum under the constitution). The Coordinator of the Learning Laboratory is the Vice Chairman of the Washington County School Board.
- The name of the division, at the suggestion of a college wide committee, was changed from the Division of Learning Resources to the Division of Academic and Instructional Support. This reflects the new and expanded responsibilities and services. The Director's title and that of the Coordinator of the Learning Laboratory were changed. The Coordinator of Library Service maintained the same title, since it was felt to be sufficiently descriptive.
- Library circulation in and of itself is up 20% from last year.
- College enrollment, usually increasing at 3% to 5% a year was up 11% in 1987-88. Figures for fall 1988 are at a record high.

Staffing

Staffing and responsibility under the new organization is as follows.

- Director of Academic and Instructional Support (Responsible for entire division)
- Secretary to the Director

- Evening Clerk-Typist-PBX operator (30 hours a week)
- Coordinator of Library Services
- Circulation LTA
- Reference LTA
- Electronics Repairman (Telecommunications, Computers and FAX operation)
- Audio Visual Technician
- Computer Laboratory Instructional Assistant (26 hours a week)
- Testing technician (15 hours a week, contract GAT-B testing for V.E.C., other testing)
- Coordinator of Academic Support Services
- Learning Laboratory Manager
- An army of excellent work study students

VCCA Journal

Journal of the Virginia Community Colleges Association

Volume 4, Number 2 Fall/Winter 1989

Now Available

Scholarship: The Community College's Achille's Heel

By George B. Vaughan

Director of the Center for Community College Education at George Mason University

While it is expected—indeed, demanded—that faculty in four-year colleges and universities spend a considerable portion of their time engaged in scholarly activities, too often at community colleges such activities are actually discouraged. The result is unfortunate. Faculty at senior institutions treat their colleagues at community colleges with scant respect, and the public, often without knowing why, views community colleges as extensions of high school, not as colleges. Scholarship is the Achilles' heel of the American community college.

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From the Editors

As a focus for the fall/winter 1989 issue of the *VCCA Journal*, a selection of articles is featured suggesting the number and diversity of grant related projects under way in community colleges throughout Virginia. To our thinking, these represent, in part, a response to a difficult question raised in *The Case for Change*, a document produced by the Commission on the University of the 21st Century: "How Can Virginia cause constructive and fundamental change within its colleges and universities so they will be ready to meet demands of life in the 21st Century?" Those who have been involved with grant projects are moving the community college forward; they are preparing us, directly or indirectly, for an era where economic and social change occurs at an unprecedented pace. The editors and staff of the *Journal* are very pleased to acknowledge their efforts with this issue.

Hardison and King begin by highlighting a variety of grant-supported projects at Southwest Virginia Community College that support economic growth, provide services to the community, and promote innovation and responsiveness in the curriculum. As a follow up, Doromal and Gregory describe Project Achieve at Southwest which focuses on student support services that complement academic, personal, and career goals. Then, Spell and Sheffield outline a project at Southside Virginia Community College that encourages minorities to work toward careers in engineering, science, mathematics, and technology. Next, Ashworth and Ashworth discuss a Title III grant at Wytheville intended to strengthen student services and the professional development of both full-time and adjunct faculty. And the last grant focused article – written by Nelson, Tate, and Hintz of Germanna – describes an interdisciplinary approach to the humanities as an element of the vocational curriculum.

Completing the second part of a detailed article, Morrison of UNC at Chapel Hill explains a process for environmental scanning and forecasting appropriate for augmenting community college planning.

Several provocative titles follow in the recent book section: *Building Communities: A Vision for a New Century* reviewed by Dan Jones of Wytheville Community College; *Colleges of Choice: The Enabling Impact of the Community College* reviewed by Debbie Stanley of Southwest Virginia Community College; and *Bottom-up Marketing* reviewed by Dan Vogler of Virginia Tech.

The response we have received from our call for grant-focused papers has been quite successful; consequently, we plan to publish articles on this subject as a regular feature in a special "focus" section. Obviously, the grant programs that are described in this issue of the *Journal* are only a tip of the proverbial iceberg; dozens of projects are in place and dozens more are in formative stages. If you are writing a grant or are participating in one, share your experiences through the *Journal*. Your colleagues in the VCCA would like to know about it.

Beyond the Mission: A Model External Funding Program

Diana D. Hardison and Charles R. King

Over the past five years, Southwest Virginia Community College (SWVCC) has capitalized upon federal and state grant programs to extend the range of its mission. Like test pilots of an earlier era who "pushed back the edges of the envelope," the college has ventured into the educational "outer atmosphere" in an attempt to meet the diverse needs of its service region. The income from grants has made possible a number of innovative approaches to educational planning and programming. This article will provide an overview of some of those efforts.

The unique service region of SWVCC has profoundly influenced the types of external programs developed. SWVCC's area of responsibility includes Buchanan, Russell, and Tazewell Counties as well as a portion of Dickenson, a mountainous and remote region collectively known as the Cumberland Plateau. The consequences of the area's one-commodity, coal economy and rugged geographic terrain have been far-reaching. For years, this area has endured staggering unemployment (usually three times the rate of the Commonwealth) and a very low per capita income, typically about two-thirds of the Virginia average. Transportation to the region as well as outside intellectual and cultural influences are limited by the very nature of the Appalachian mountains. Thus the college has had compelling reasons to seek funding for special programs.

The economic woes of the Cumberland Plateau, however, have been balanced by some outstanding assets: a willing and eager work force; an alert, informed, and action-oriented body of public officials; an abundance of natural resources (not only coal but vast timber forests and farmland); and perhaps, most significantly, a population whose value system is oriented toward the future. Moreover, while coal has always been, and will continue to be, an important resource to the region's well-being, its hegemony in the Cumberland Plateau is slowly giving way to economic diversification. We like to feel that SWVCC has played a catalytic role in the development of the region's assets and the evolution of its economy. Externally funded programs have been a significant part of this effort.

Several of these programs are summarized as follows: (1) those intended to stimulate economic development;

(2) those focusing upon service to the community; and (3) those demonstrating responsiveness and innovation in the college curriculum.

Economic Development

As a result of the area's stalled economy, the college has taken a significant leadership role in economic development. This began with rather conventional efforts to provide JTPA-sponsored training to the unemployed but has evolved into a much wider array of programs, many quite different from those attempted by sister community colleges. JTPA training has continued, but other projects were added, some to stimulate the local economy, some to identify and tackle the area's economically related problems, and some to provide for local leadership development. While it would be difficult to pinpoint the most successful of these, a special "Research and Technical Assistance" grant from the Appalachian Regional Commission several years ago made it possible to establish the Small Business Assistance Center. Through the years, this center has been responsible for the creation or retention of more than 200 jobs in the Cumberland Plateau, surely a significant accomplishment.

Several other grant programs have also been key factors in area economic development. A particularly unusual effort is a contract negotiated with the Department of Defense for "procurement technical assistance" training—the training of businesses in ways and means to obtain contracts with the Department of Defense and other federal agencies. The college had long been concerned about the growing number of idle manufacturing facilities in the region—basically those companies that had foundered or dramatically downsized in response to the changing character of coal production. We were able to sell the Department of Defense on the notion that if local businesses were trained in federal procurement, these plants could be retooled to manufacture goods to specification for any government agency. The long term results of this effort are yet to be felt, but a trend has begun; government procurement has been recognized as a legitimate alternative to the marketing of coal. Further, U. S. Congressman Rick Boucher parlayed SWVCC's experience into several Ninth District regional procurement training conferences with positive outcomes expected. SWVCC has been the only community college in the country to date to have executed a procurement training contract with the Department of Defense.

SWVCC is also among the pilot group of community colleges entering into the Technology Transfer consortium with the Center for Innovative Technology, supplemented by a transfer agreement with the Appalachian Regional Commission. Both programs are attempting to diversify the economy as well as infuse new technology into the area. Typical techniques to achieve these ends have been advising area businesses, conducting special seminars open to the public, and structuring classes for target industries. An example was the grant-sponsored regional roundtable on use of the yellow poplar tree, attended by state, local, and national

figures. This event stimulated the development of a new product for export from our region. Still another example was the offering of special courses in computer-aided drafting to a Russell County auto cable manufacturer, making possible the modernization of actual manufacturing processes on the plant floor.

A new strategy at the college has involved funding from a number of grant sources to facilitate leadership development. In an "economic development summit" on the campus, the college brought together leaders from education, business, industry, and government for a full day to plot strategies for the region's growth. Among those in attendance were state legislators, planning district officials, bank presidents, business leaders, and officials from the Virginia Department of Economic Development. Many of the summit participants' recommendations are still guiding local policy formation in matters as diverse as transportation systems, education, and human resources.

Perhaps the college's most unusual development has been its involvement with growing small businesses in "incubators." Sponsored by its long-term supporter, the Appalachian Regional Commission, the college last year launched a feasibility study for a business incubator for this region which was the subject of a recent article in *The Washington Post*.

Service to the Community

Southwest has found state and federal grants to meet some ongoing and long-term human service needs in the four county area. As might be expected in a region with high unemployment and low per capita income, there are persistent and recurring problems with high school dropout rates; with low self-esteem among the unemployed, particularly women; and with a number of related issues, many bordering on social services. Like several other colleges in the system, SWVCC has substantially benefitted from the Carl D. Perkins Act, providing a Center for Single Parents and Homemakers on the campus for four years. Two other sex equity projects (WHITS and WIT) have operated for three years, providing scores of young women a structured introduction to the traditionally male technologies. As such, these sex equity grants have empowered area women to improve their incomes, their lifestyles, and their general prospects for productive lives. Clearly, these programs have been powerful agents for change within the college service region, gradually evolving the expectations of our students and their families.

High school dropout rates have been another matter of enormous concern to the college; Appalachia is particularly well known for such problems. SWVCC is currently offering its second special grant program under the federal School Dropout Reduction Initiative. Young people between the ages of 16 and 21 who lack only two or three courses toward high school graduation are completing those courses and attaining a high school diploma – and in some cases, earning credit toward a degree at SWVCC at the same time.

Another burgeoning social problem long recognized by the media is

substance abuse. While recent statistics indicate that drug abuse is not all that serious a problem at this time in the Cumberland Plateau, local social service records document an ongoing difficulty with alcohol among lower income and unemployed persons. To prevent the problem from escalating into hard drug use, the college is providing alcohol and drug abuse prevention education to SWVCC students and the local high schools. To support this effort, the college sought and received funds from the Governor's Council on Alcohol and Drug Abuse Problems, the only community college to date to have done so.

Recently, another grant program recognizing problems in everyday life has been implemented at SWVCC. To help employees of businesses be more productive and find balance between their personal lives and professional careers, the Carl D. Perkins Act recently made possible a competition for creation of Work and Family Institutes across Virginia. Southwest Virginia Community college was the only VCCS institution to receive funding. The project enables the college to provide special seminars on work and family concerns free of charge to employees of area businesses.

But service to the community through special projects has not focused exclusively upon problems and their resolutions. Many opportunities have developed to capitalize on the region's positive assets as well. For instance, the dedicated high school teachers in the area constantly seek new learning opportunities; they need retraining not only for certification but also for personal and professional growth. The Education for Economic Security Act (EESA) earlier made possible the training of area high school teachers in computer science, and now sponsors courses for teachers to improve their skills in math and science. Through these efforts, the benefits to teachers are secondary only to benefits that will transfer to their students. SWVCC was the only community college in Virginia to receive EESA funds during the most recent SCHEV competition.

Curriculum Changes and College Internal Growth

External funding has always been a positive force to improve the curriculum at SWVCC. One of the most far-reaching external programs for modification of the technical curriculum was recently sponsored by Title III of the Higher Education Act. With Title III support and with the help of an energetic and imaginative Division Chairman who solicited Silicon Valley manufacturers and software distributors for additional considerations, Southwest now has one of the most advanced computer-aided drafting and design (CADD) laboratories in the Commonwealth. Further, Title III is now providing for the expansion of this concept to include a CAM (computer assisted manufacturing) laboratory, resulting in modifications to the curriculum. Consequently, the college will be able to provide technically advanced CADD-CAM courses at levels beyond what is available elsewhere in the state.

Curriculum development has also involved coordination of college offerings

with those of area vocational schools and high schools; it is fortunate that SWVCC has always enjoyed a strong and positive working relationship with secondary and technical school personnel. From grant-sponsored articulation agreements in technical curricula areas, SWVCC has experimented with a "2 + 2" concept and was awarded a "2 + 2" grant for its health programs from the State Department of Education. Project operators are expecting many positive outcomes and course innovations as a result of this funding.

Finally, an ongoing grant program with potential for long term impact on SWVCC's entire curriculum is being sponsored by SCHEV's Funds for Excellence. The Writing Across the Curriculum Program (SWVCC's third Funds for Excellence grant) is currently impacting teachers and instruction in each of the four academic divisions. The faculty are improving not only their own writing and thinking skills but are also incorporating more writing assignments into their courses, benefitting students in the process. This two-year effort will conclude in 1990 with innovative modifications to many of SWVCC's existing courses.

Conclusions

A positive characteristic of the faculty and staff at SWVCC is their expectation for innovation, growth, and responsiveness to the needs of the service region. At first consideration, these qualities would seem to place an enormous burden on the staff who must find the funding to support new ideas; but oddly enough, the opposite is the case. The college family's expectation for growth with excellence and its willingness to become involved in untried and unusual exploits have been time-honored traditions. Thus for the grant writer and President, institutional needs become more easily articulated, problems identified, dreams set to paper, and plans set into motion.

Pursuit of federal funds has its elements of paperwork, bureaucracy, and "strings attached," but each hurdle is worth the effort because it brings SWVCC closer to the realization of its expectations of "service with excellence."

Diana D. Hardison is Coordinator of Research and Grants at Southwest Virginia Community college, Title 111 Coordinator, and past Director of the Institutional Self-Study. She is also a member of the State Executive Committee for the Advancement of Women in Higher Education Administration.

Charles R. King is President of Southwest Virginia Community College. He is also President of the Richlands Chamber of Commerce, Regional Director of the National Council for Occupational Education, and an active member of Community Colleges for International Development. Dr. King is an active board member on a number of local organizations promoting economic development.

Project ACHIEVE Focuses on Cooperation for Client Transition to College

Quintin S. Doromal, Jr., and Lisa D. Gregory

Project ACHIEVE is a federally funded student support services program at Southwest Virginia Community College. Originally funded in 1973 to serve 164 students, the program has grown to assist 280 participants with a variety of services that complement academic, personal, and career goals. Aside from working with students that are financially deserving, those that demonstrate an academic need or are the first in their family to attend a post-secondary institution, the program also responds to the needs of the physically and learning disabled. Various learning aids such as cassette recorders, note takers, and readers for the visually disabled are provided as well as word processing software and hardware on loan from the Virginia Department for the Visually Handicapped (VDVH). At the beginning of the fall semester, the program acquired a Telecommunications Device for the Deaf (TDD). This device is used with an office telephone and enables the user to communicate with the hearing impaired. Instead of voice communication, a keyboard is used to type outgoing messages, and a display is provided to receive incoming correspondence. Simple commands are used to indicate the end of a message and the close of a conversation.

Transition Process

In addition to providing direct services to participants, the program has focused on a cooperative relationship with a state agency to facilitate the transition of its clients to the college setting. In the past two years, the Department of Rehabilitative Services (DRS) has enrolled 43 of its clients at the college to prepare them for gainful employment. Supportive activities for these clients have been instrumental in their assimilation into college life.

The process begins with the identification of a client for college training. After this, the rehabilitation counselor informs a Project ACHIEVE counselor or director of this possibility. Arrangements are then made for the prospective student to visit the college, meet with program staff, and discuss available career options. During the visit, the student also becomes familiar with college facilities. Results of a vocational evaluation may be made available to the client at this time.

The next step is a scheduled meeting with a college instructor to gain additional information about job availability after graduation, relocation possibilities, and starting salary scale. All necessary application forms for admission, financial aid, and Project ACHIEVE are completed at this time. Final arrangements for enrollment are then made between the rehabilitation counselor and the client. This final step requires that the client be eligible for financial aid to supplement services provided by the agency. The rehabilitation counselor may make periodic visits to the campus to assess student progress, and office space and other facilities are made available for this purpose.

Advantages

A cooperative linkage between Project ACHIEVE and the Department of Rehabilitative Services offers certain benefits. First, there is a better understanding of agency and college program functions. Working closely together permits a more informal relationship with the organization, people who provide services, and those that expedite the paperwork. Second, this linkage provides opportunities for professional development. A presentation outlining the procedures of client transition was presented by the authors at a state conference for educational opportunity program personnel last year. Lastly, understanding agency programs and having a working relationship promotes the referral of students that may become potential clients. Likewise, this encourages agency personnel to view the college as a partner in the rehabilitation efforts of their clients.

Limitations

These benefits are not without limitations. At times, agency guidelines and college procedures are incompatible. For example, the deadline to register students for the academic semester does not take into account the length of time for eligibility requirements to be fully documented and processed. With this difficulty a possible recourse is to have the potential students request for an emergency loan as the results of financial aid requests may not be available during registration. Also, key personnel for both agencies may assume other responsibilities within the organization, thereby diluting involvement. To strengthen the support and commitment of both agencies to the transition process, a written agreement may be initiated to reflect reciprocal responsibilities, delineating both agency and position duties.

Implications for Practice

For some time now, community colleges have worked together with area businesses as academic partners. These collaborations vary from total sponsorship of a new vocational technology class to business internships as a practical application of textbook instruction. Literature on the area of transition programs involving two-year colleges and state agencies is scarce. At a time when resources are limited and the needs of the disabled ever present, cooperative ventures between state agencies – in this case a federally

funded program at a public post-secondary institution and a rehabilitation service – provide cost effective opportunities for ensuring equal access of special populations. These activities continue to enhance the mission of the community based college, which is for each person to be given the chance to develop skills and knowledge that further increase an awareness of one's role and responsibility in society.

Quintin S, Doromal, Jr., is a student support services counselor at Southwest Virginia Community College.

Lisa D. Gregory is a rehabilitation counselor at the Department of Rehabilitative Services in Richlands, Virginia.

Call for Papers

For the "Focus" Sections
in the Spring/Summer Issue
of the *VCCA Journal*

Focus on Grant-Supported Programs

Papers written for or describing new grant-supported programs

Focus on Support Staff

Papers of interest to community-college support staff

Manuscripts averaging eight to twelve pages of double-spaced typescript are preferred. Papers should be prepared according to *The MLA Style Manual* (1985) or the *APA Publications Manual.* If an IBM compatible computer is used to prepare the paper, we would appreciate the loan of a disk with the text. Please note the word processing program used. Deadline for all submissions: 15 March 1990.

Submit papers to:

Focus on Grants Editor
or Focus on Support Staff Editor
VCCA Journal
Blue Ridge Community College
Box 80
Weyers Cave, VA 24486

Call for Poetry

For the Spring/Summer Issue
of the *VCCA Journal*

If an IBM compatible computer is used to prepare the poem, we would appreciate the loan of a disk with the text. Please note the word processing program used.

Deadline for all submissions:
15 March 1990

Submit poetry to:

Poetry & Arts Editor
VCCA Journal
Blue Ridge Community College
Box 80
Weyers Cave, VA 24486

The Minority Opportunity Center for Science and Mathematics at Southside Virginia Community College

Donald R. Spell and Linda G. Sheffield

Over the last 20 years, much concern has been expressed regarding the low number of blacks and other minorities who pursue careers in engineering, science, mathematics, and technology. This concern has generated numerous programs designed to increase minority awareness of the opportunities available in these fields. Traditionally, most scientists and engineers have come from the white male population, but white males as a percentage of the total population are declining (McGehee 1). If present trends continue, by the year 2000 there will be over 100,000 fewer graduates with bachelors degrees in science and engineering than there were in 1984 (McGehee 1). It would be in the national interest if more minorities were to choose careers in science and technology since it is imperative that the United States utilize all its human resources to meet the needs of an economy highly dependent on a work force possessing technical, analytical, and problem solving skills.

The quality and quantity of high school science and mathematics courses are linked to the shortage of scientists and engineers that the United States faces. For example, 68% of high school science teachers majored in areas not directly related to the subjects they are teaching (McGehee 1). Fostering an interest in science and mathematics at the grade-school level and improving the quality of science and mathematics instruction is a national problem. The Minority Opportunity Center for Science and Mathematics (MOCSM) at Southside Virginia Community College (SSVCC) was designed to focus on these very issues: increasing minority participation in science and mathematics and increasing the number of minority science and mathematics teachers at the grade school level.

The fact that this program has been established at a community college is significant. Over five million credit students attend community, junior, and technical colleges; and forty-two percent of all black college students are enrolled in two-year colleges (National Science Foundation 1). A June 1989 publication, *Report on the National Science Foundation Workshop on Science, Engineering, and Mathematics Education in Two-Year Colleges*, states that two-year colleges have the greatest

potential to increase the number of students going into science, mathematics, engineering, and technical fields.

Goals of MOCSM

MOCSM is a two-year pilot program supported by the National Science Foundation. Several other schools in the Virginia Community College System have also submitted proposals for this grant, but the three campuses of SSVCC received it primarily because of the demographics of their service region which covers 4,200 square miles and includes the following ten counties: Brunswick, Charlotte, Cumberland, Greenville, Halifax, Lunenburg, Mecklenburg, Nottoway, Buckingham and Prince Edward. The SSVCC service area is a rural, economically depressed region with a large population of Black Americans. According to the 1980 U.S. Census Report, approximately 43% of the total population in the SSVCC service area is black, while Blacks make up about 12% of the total U.S. population (U.S. Department of Commerce). Southside Virginia is further characterized by high levels of poverty and a lack of a tradition of education. Twenty percent of the population in this region lives below the poverty level, and sixty-seven percent of this group is made up of Black Americans (U.S. Department of Commerce). During the 1985-86 academic year, 80% of the high schools in the 10 county area had drop-out rates higher than the state average.

MOCSM was established at SSVCC with the following goals:

(1) to work with local public school systems to identify minority students who are interested in pursuing teaching careers in science or mathematics;

(2) to work with local school systems to provide any education training necessary to prepare these minority students for continuing their education at the post-secondary level, especially in the science and technology fields;

(3) to develop an educational plan in cooperation with Longwood College and Virginia Commonwealth University which would allow these students to transfer from SSVCC and obtain teacher certification in science or mathematics;

(4) to encourage these students to return to their original counties of residence to teach.

Recruiting Black Students to Teach Science or Mathematics in Southside Virginia

Although 60% of the public schools in the SSVCC service area have a larger percentage of black students than white students, only 36.5% of the teachers are black. Nationally, the number of black students pursuing teaching careers has been declining for a number of years. In 1974, 24.2% of the 33,448 black students who graduated from college were certified to teach, while ten years later only 14.4% of the 51,034 black graduates were certified to teach (Trendlines 2). In 1975, 10% of all grade school teachers were black. By 1986 that figure dropped to 8%; if

the current trend continues to the year 2000, black teachers will constitute only 5% of all grade school teachers (Wilson). The percentage of black grade school students, however, will increase from 25% in 1986 to 45% by the year 2000 if the current birth rates persist (Wilson).

As more opportunities have become available, college-educated Black Americans have been choosing careers other than teaching. Black Americans comprise at best only about 8% of the students pursuing higher education and hold only 6% of all B.A. and M.A. degrees and 3% of all Phd's (McClory 16). Between 1976 and 1986 the percentage of black students continuing on to college decreased from 33% to 27% (Wilson).

The major obstacle to recruiting black teachers is the lack of a sufficient pool of black students pursuing post-secondary education. According to school figures for 1985-86, in six out of seven graduating high school classes in the SSVCC service area, less than 50% of the black graduates moved on to post-secondary education. The statewide post-secondary continuance average for all students was 63.8%.

In spite of these discouraging facts, our recruitment efforts at SSVCC were successful. We interviewed school counselors and teachers of science and mathematics to acquaint them with the program and to gain a perspective on possible student candidates. Lunch room visits at schools were linked to a "Science Demonstration Display" to inform all students – not just those in science or math classes – about MOCSM. The display was designed to attract attention and included optical illusions, laser effects, holograms, information on the properties of magnetic fields, etc. In addition, local black churches, all the NAACP chapters in the SSVCC service area, black fraternities and sororities, and professional groups were requested to submit candidates for the center.

In addition to competing for black students preparing for college in area high schools, the center must also try to convince these young people to return to a rural setting to live and work after completing their degrees. A 1985 report commissioned by the Southeastern Regional Council for Educational Improvement addressed many issues related to teacher supply and demand in the southeast. According to this report, rural school systems "tended to rely on those who want to come home and teach" in their rural setting (Berry 19). While rural administrators indicate that they would like to recruit black teachers as role models, blacks generally find it difficult to fit into many rural communities (Berry 19), and the staffs of many rural school systems are likely to be more segregated than those of urban school systems. It is more difficult for black teachers than for white teachers in rural settings to find housing, to make social contacts, and to be accepted.

Student Career Interest

Most students approached during recruitment outings stated that they thought teaching was a low-paying, thankless job, and many quoted their own teachers as saying so. Most of the black students were

found to be enrolled in general programs that did not require algebra or any science courses beyond 10th grade biology. Many of these students had been placed in vocational tracks. Of those black students who were considering a bachelors degree, most expressed interest in business administration, accounting, or a social science. Those who were interested in a two-year degree preferred data processing, human services, and secretarial science programs. It was only through intense counseling and discussions that some students were convinced that they could pursue a degree in science or mathematics.

Program Description

The major purpose of MOCSM is to identify black students in the region who are interested in pursing a teaching career in science or mathematics. Those selected to participate in the program are awarded financial support in the following areas: (1) tuition and fees to attend SSVCC as full-time students; (2) travel stipends to help cover transportation costs to and from SSVCC (the average full-time SSVCC student commutes 40 miles a day, five days a week); (3) book stipends.

In addition to this financial assistance, the program provides support services to enhance the likelihood of the participants' success. The participants meet for round table group discussions every three weeks to talk about their progress. Sometimes the discussions focus on a current issue in science that impacts society. A computer assisted instruction work station has been established to provide tutorial services in basic math, algebra, trigonometry, and calculus.

To be eligible, candidates must reside in one of the ten counties of the SSVCC service area. Candidates may be entering freshman students or sophomore students at SSVCC. All participants must enroll in the University Parallel/College Transfer Program as science majors. Upon completion of the two-year Associate in Arts and Science degree at SSVCC, the students transfer to a four-year collage to finish their studies. There are no contractual or obligatory requirements incumbent on the participants after they leave SSVCC. All participants are asked to sign a letter when accepted to MOCSM stating that they are interested in pursuing a teaching career in science or mathematics.

A second purpose of the program is to identify black grade-school students (8th - 12th grade) who can benefit from remedial study or advanced study in science or mathematics. MOCSM promotes activities that will encourage black students to pursue careers in science and technology fields. These students are also encouraged to consider careers in teaching science or mathematics. The center sponsors students in science and math competitions and conducts field trips to laboratories, museums, industrial settings, wildlife habitats, etc., in order to acquaint them with the opportunities available in science and technology disciplines.

Current Status

Nineteen students were accepted into the program for the 1989 fall

Table 1

Background characteristics of individuals selected to participate in the MOCSM Science/Mathematics Teacher Education Program.

Age	Sex	Parents' Education: Mother	Parents' Education: Father	Status at SSVCC*
21	F	10	–	S/FT
20	F	A.A.	12	F/FT
18	F	12	–	S/FT
18	F	11	7	F/FT
17	F	11	9	F/FT
18	M	8	12	F/FT
18	M	12	12	F/FT
21	F	12	12	F/FT
18	M	12	12	F/FT
21	F	A.A.	1yr.coll.	F/FT
19	F	12	12	S/FT
18	M	10	–	F/FT
23	M	11	12	F/PT
30	M	12	8	F/PT
29	F	9	12	F/PT
17	F	12	10	F/FT
17	F	12	B.S.	F/FT

*Status at SVCC:
S = Sophomore F = Freshman
FT = Full Time (12 credit hours) PT = Part Time (12 credit hours)

Age: Average Age = 20.1 yrs.

Sex:: M(males) = 6 (35.3%)
F(females) = 11 (64.7%)

Parents' Education (number of years of high school):
Average for mothers without college = 11.06 yrs.
Average for fathers without college = 10.83 yrs.

semester at SSVCC. Within two weeks of registering, two students dropped out of school. Table I summarizes a few background characteristics of the seventeen remaining participants. About 35% of the participants are black males. All of the part-time students are employed adults who have been out of high school five or more years. The majority of the participants (about 75%) are interested in teaching mathematics. Only three participants had parents who attended or graduated from college.

Currently, we are implementing programs directed toward grade-school students, and at least 40 students have expressed an interest in participating in the program. In addition, we are working with high school seniors who want to compete in the Westinghouse Science Talent Search, and a ten-county wide science fair is being planned by MOCSM staff and local community groups. A mentoring program designed to expose grade school participants to science, mathematics, and technology faculty at a regional, traditionally black institution has been developed. We believe black role models are important in helping students chose careers.

Project Evaluation

The project will be evaluated by using the following data-gathering procedures.

(1) Blacks who participate in the program will have their PSAT scores compared to those of a similar population in earlier years. Their scores will also be compared with those of other students in their grades.

(2) The number of black students who go on to college will be tabulated and compared to the numbers in prior years. The number who complete this program will also be tabulated.

(3) Student participants will be asked to write a narrative summary of what they have gained from the program, and their suggestions for improvement of the program will be solicited.

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Donald R. Spell is Program Director of the Minority Opportunity Center for Science and Mathematics at Southside Virginia Community College.

Linda G. Sheffield is an Assistant Professor and the Administrative Assistant to the President at Southside Virginia Community College. She wrote the grant proposal for the Minority Opportunity Center for Science and Mathematics.

Title III Faculty Development Programs at Wytheville Community College

Phyllis C. Ashworth and Thomas E. Ashworth

In June of 1988, Wytheville Community College (WCC) received notification that its Title III Strengthening Institutions Program Grant proposal had been approved for funding by the United States Department of Education. Under the terms of the grant, two major activities were to be implemented over a three-year period. One focused on student services while the other involved faculty development for both full-time and adjunct faculty. Through this grant, WCC is now able to expand its full-time faculty development activities, which had suffered from budget constraints, as well as move into improving the effectiveness of those who teach on a part-time basis.

In writing the grant, the college was required to develop a comprehensive development plan which examined hindrances to institutional self-sufficiency and proposed strategies for overcoming them. One of the identified problems was the longevity of service of most WCC faculty members which may have resulted in the lack of knowledge and experience in current techniques and technologies associated with real-world practice of programs in which they teach. Additionally, new teaching techniques, methodologies, and knowledge in particular fields have developed which many faculty have had little or no opportunity to learn or experience. Likewise, the college must rely extensively on part-time faculty who often do not possess knowledge of or experience in pedagogical theory and technique. These factors threatened to diminish the quality of academic programs and instruction at Wytheville Community College.

To help solve these problems, the college devised four grant-supported programs which will improve academic quality. The first program is the "Back to Practice" program. Over the duration of the grant, a total of five full-time faculty will go to work in situations related to their teaching fields for one semester. Upon their return, these faculty are expected to incorporate current technologies and theories and the latest teaching methods into their own courses, to develop new courses, and to share information with other faculty so that they will be able to do likewise.

The second program is designed to send five faculty "Back to School" to learn new teaching techniques and new knowledge in their discipline areas. Upon their return, these faculty members are expected to incorporate new

knowledge and new techniques in their classes as well as share the information they acquired with other faculty so that new courses can be devised or present course content revised.

The "Back to Practice" and "Back to School" faculty development programs were chosen as the best methods to incorporate the latest teaching methods, theories, and current technologies into the college's academic program. This decision was based on the idea that information and techniques could be incorporated better if faculty members from the college were able to use and experience them first-hand. An alternate method considered was bringing consultants to the campus; however, the college felt that enthusiasm for incorporating and implementing new ideas would be greater if the information and leadership in instructional innovation came from the current faculty. Also, a survey of faculty revealed that many, especially those in occupational-technical fields, felt a great need to return to practice in order to learn and incorporate new and changed technology. Both the "Back to Practice" and "Back to School" programs will enable Wytheville Community College to include state-of-the-art developments and applications from the educational and technological worlds.

The third and fourth programs concern the support and development of adjunct faculty. The third program, "Full-time/Part-time Faculty Linkage," will release four full-time faculty members each year of the grant from part of their teaching loads to work with part-time faculty. The "Linkage" program was chosen as the means to increase the teaching effectiveness of adjunct faculty by providing greater institutional support to them. The decision to provide release time to regular faculty was based on the ability of these professionals to relate more closely with adjunct faculty because of similar teaching fields. Also, a greater number of part-time faculty could receive assistance through this method. Furthermore, it would allow participating full-time faculty members to gain an understanding of this important component of the college's total educational delivery system. Finally, a review of the literature indicated that this method is an effective means of supporting adjunct faculty and of building a strong link between them and their full-time colleagues (Hoenninger and Black, 1978; Parsons, 1980; Smith, 1980).

The final program will provide a series of professional development workshops and seminars for part-time faculty. These programs could focus on community college mission and purpose, course construction and preparation, teaching technologies, learning theory, and lesson preparation. The workshops and seminars will be offered at various times during the course of the three-year grant period in order to reach the largest number of active and potential adjunct faculty. As these programs are implemented, the college's instructional program should improve because part-time faculty will have a more positive attitude toward the institution and their ability to teach. Since most adjunct faculty at Wytheville Community College teach on a continuing basis, the impact of the

workshops will last far beyond the duration of the grant.

The Title III grant at WCC went into effect on October 1, 1988. At that time, proposals for "Back to Practice" and "Back to School" were solicited for Spring Semester 1989. A committee composed of administrators and faculty members reviewed the proposals in terms of quality, the needs of the applicant, and the needs of the institution. An English/reading faculty member was selected as the first participant in the "Back to School" program. During the Spring Semester, she studied full-time at East Tennessee State University, taking courses in literature, writing, and teaching methods. A faculty member in Machine Technology was chosen to go "Back to Practice." He worked full-time at two local industries, learning about the latest technologies and applications of computer numerical control. Two occupational/technical faculty members were selected to participate in the programs for the fall semester of 1989.

The second grant-supported program, "Full-time/Part-time Faculty Linkage," began with a selection of four full-time faculty which was based on their expressed interest in the program and the needs of the college. These faculty members were linked with twenty-five adjunct instructors identified by the division chairmen. During the first year of the grant, 283 contacts were made by the linkers with their part-time colleagues. The contacts included classroom visitations, individual conferences, and instructor exchanges. During these contacts, various topics were discussed, such as course content, methods of presentation, grading, test construction, and instructional resources. The feedback from both full-time and part-time participants was positive; in fact, one long-time adjunct instructor said she wished such a program had been implemented sooner as she has found the opportunity for interaction and professional exchange extremely helpful. Likewise, the full-time faculty participants expressed a new understanding of and respect for their part-time counterparts. Pre- and post-assessments by the part-time faculty participants themselves, their students, and their supervisors indicated an overall improvement in teaching effectiveness of 8.9% for the year.

The other component of Wytheville Community College's adjunct faculty development effort, the series of professional development programs, began with a November workshop entitled "Methods of Classroom Presentations" led by an outside consultant. A spring workshop, "Writing to Learn," introduced adjunct faculty to the concept of using writing strategies to teach course content. A program entitled "The Community College: Its History and Mission" was held at the beginning of the 1989-90 academic year in conjunction with the college's regular orientation for part-time faculty. The final workshop for the first grant year was "Teaching Adults: Improving the Teaching/Learning Process." All of the workshops were held on Saturday mornings and were well attended. Evaluation surveys for each of the programs indicated that they were meaningful and successful.

Wytheville Community College's Title III grant proposal was

developed and submitted in March and April of 1988. Shortly thereafter, the Commission on the Future of Community Colleges (1988) of the American Association of Community and Junior Colleges issued its highly publicized report, *Building Communities: A Vision for a New Century*. Included in that report were specific recommendations which focused on the same themes as WCC's grant-supported faculty-development activities: faculty renewal through educational sabbaticals, exchanges of community college faculty to the world of business and industry, and institutional support for and professional development of part-time faculty. Those involved with writing and implementing the WCC Title III grant were pleased to see that our institution's priorities for maintaining and improving the effectiveness of full-time and adjunct faculty are as they should be. The successful implementation of the grant's activities will place Wytheville Community College on the leading edge of the national movement to renew our most essential resource, our teaching faculty.

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Phyllis C. Ashworth is Director of College Services at Wytheville Community College where one of her responsibilities is the coordination of grants. In that capacity, she has been involved in the writing of numerous successful grant proposals, including the current Title III project. She was also the recipient of the Chancellor's Fellowship for doctoral study in Community College Education at VPI & SU in 1986-87.

Thomas E. Ashworth is Associate Professor of English at Wytheville Community College. In addition to his teaching responsibilities, he is currently serving as Coordinator of the Title III faculty development activities. He also works with the college's assessment program.

An Interdisciplinary Approach to the Study of Humanities in the Vocational Curriculum

Sally F. Nelson, Joel C. Tate, and Suzanne S. Hintz

The study of the humanities is the study of humans, their history, their communication, their values, their dreams. The study of the humanities provides analysis and interpretation of mankind itself. It brings into focus what has happened, in relation to what is happening now, in relation to what may be anticipated in the future. Many disciplines are interwoven in this study to form a general approach to learning about the human experience.

The humanities have long been an integral part of the curricula of two-year schools. However, in the last twenty-five years, the humanities have received less curricular emphasis while more emphasis has been placed in the curricula of business, technology, and science. The Community Colleges Humanities Association conducted a survey in 1983 and reported that only 35% of the students seeking the Associates degree in Applied Science at two-year colleges received humanities instruction as a part of their required course of study. Furthermore, the survey found that there was a wide range of variation in what two-year institutions deemed important to the required curriculum of the Associate in Applied Science degree and also in what the faculty defined as humanistic learning. The Council for Higher Education in Virginia has mandated that general education requirements for every degree program be assessed and revised to meet current educational needs in all state institutions.

The humanities program at Germanna Community College was, until October 1988, subsumed within the large Division of Arts, Sciences, and Nursing. However, with the creation of a new Division of Humanities, Social Sciences, and Developmental Studies and the appointment of a new division chairperson, Germanna took an important step toward more emphasis on the humanities in its curriculum. Such an emphasis requires careful consideration and planning, planning which was recently greatly assisted by the awarding of a grant from the American Association of Community and Junior Colleges and the National Endowment for the Humanities for Germanna to participate in an Advancing the Humanities Project.

The humanities program at Germanna has consisted of separate

courses in literature, music appreciation, art appreciation, and a two-semester humanities survey. While each of these courses emphasizes one or more aspects of the humanities, there was – before the present project – no formal attempt to coordinate the content of these courses. Furthermore, the students who have elected to take these courses have been mainly in transfer programs, pursuing an Associate in Arts and Sciences degree. Students working toward an Associate in Applied Science degree – those aspiring to careers in business, technology, or health service – are not required to take a humanities course and frequently have not chosen to do so. However, each of these degree programs does specify that students take 3-12 hours of electives which must be chosen from outside the area of specialization.

Germanna, like many other community colleges in Virginia and throughout the country, is currently assessing its program offerings and redefining its general education requirements. As the faculty members discuss these general education requirements, they are guided by various definitions, all of which include a humanities component. Because the humanities component has been lacking in many of the degree programs at Germanna, it seemed appropriate to develop a course to meet this important aspect of a student's general education.

Such a course not only had to meet the faculty's definition of general education, particularly the humanities component, but it also had to appeal to the vocational students' desire for relevance. Furthermore, it needed to support the college's responsibility to meet the requirements for trained personnel in its service region which has been growing and changing very rapidly as more and more people have moved to this area from Northern Virginia. As the area has changed from rural to suburban, to even urban, its population has become more culturally diffuse, and our graduates must become more aware of other cultural backgrounds; they need this knowledge not only to advance their vocational needs but, more importantly, to become more compassionate, more humanistic, in their community relationships.

With the aid of the Advancing the Humanities grant from the AACJC and the NEH and in an effort to provide a meaningful and relevant humanities component in the general education curriculum of vocational students, a course was developed to integrate community needs with the technical disciplines being taught. Because of Germanna's close proximity to the northern Virginia – Washington, D.C., urban corridor, the local community has been experiencing an influx of Latin American immigrants unfamiliar with the U.S. language and customs. The faculty members felt that of immediate concern to students was the need to understand and appreciate the growing Latin American element of the local population. The business, technology, and nursing science graduates of Germanna had to be trained professionals sensitive to the community in which they work and knowledgeable of the cultural differences of its members.

The most ideal study of Latin America, its culture and civilization is

obviously an intensive study within the geographic area. Unfortunately, few students can afford an out-of-country study experience. The challenge of developing the new course was to bring Latin America to Germanna.

An interdisciplinary faculty team composed of Sally Nelson, Division Chair of Humanities, Social Sciences, and Developmental Studies, Joel C. Tate, Professor of Social Sciences, and Suzanne Hintz, Adjunct Instructor of Spanish, participated in a three-day conference sponsored by the AACJC and the NEH in Washington, D.C. from March 1 to March 3 of 1989. The team worked with mentors from other institutions around the country to begin the development of this new humanities course.

The course – created as the three-credit VCCS Humanities 260 – was developed around a core of 20th century classic Latin American literary works to be read by the students in translation. Specifically, this Humanities 260 course centers upon the sociologist's definition of culture as the "social heritage" of a community, a definition which--according to Ronald Fletcher, formerly Professor and Head of the Department of Sociology, University of York--includes not only the material artifacts, such as works of art, but also the mental and spiritual artifacts, such as ideas, beliefs, values, as well as such distinctive forms of behavior as institutions and rituals "created by a people in their ongoing activities within their particular life-conditions and transmitted from generation to generation" (*The Harper Dictionary of Modern Thought*, p. 150). The course is interdisciplinary in nature and uses a discourse-dialogue approach in its presentation, an approach which features more discussion than lecture. Students are encouraged to be active participants rather than remain passive recipients. Grading policies reflect this active student role and are based more upon the students' critical responses to the course content than upon short answers given on mid-semester or final examinations.

Latin America is defined as a multi-faceted cultural entity comprised of countries from Central America, South America, and the Caribbean islands. It is presented as a mosaic, each country representing a small tile which, when combined into the whole, provides a complete concept of the nature of the picture. Works from authors such as Miguel Angel Asturias, Carlos Fuentes, Gabriel Garcia Marquez, Gabriela Mistral, and Jorge Luis Borges were chosen as core texts in the course. Two works in particular, *Men of Maize* by Nobel Laureate Asturias and *Where the Air is Clear* by Fuentes, are required reading. Each student also selects a third book from a varied list which includes such topics as music, art, history, anthropology, politics, and civilization. As students read the texts, the mosaic of Latin American civilization and culture is presented and discussed. Disciplines specifically covered in the course include history, anthropology, sociology, political science, art appreciation, music appreciation, and Spanish language and literature. Additional faculty members other than the core team present special seminar topics, and knowledgeable professionals from the diplomatic and military community of the national

capital area are invited to make presentations. Also field trips to museums and embassies are included, and critical thinking skills are developed using discussion, analysis, and interpretation of the material presented. The students are asked to write critical papers in response to the readings, the lectures, and the field trips. Individual and group presentations to the class are made at least once during the semester on special topics of the students' choice. Students' attitudes towards and knowledge of Latin America are surveyed at the beginning of the course and at the end to determine changes.

The goals of this non-traditional approach to international study are four-fold. First, the interdisciplinary study of Latin American culture and civilization is expected to provide experiences through which the students become more compassionate and humanistic in their community. Second, students are expected to become more aware of another diverse cultural background in their own community. Third, the course should provide a relevant humanistic experience in the general education of students seeking the Associates degree in Applied Science. Finally, students' critical thinking skills are expected to be sharpened through a discovery approach, using class discussions, group projects, and reading and writing tasks rather than traditional lecture/examination techniques.

The interdisciplinary team which developed and teaches the course maintained a close liaison with the AACJC and NEH until July 1, 1989, continuing an in-depth faculty study of course content. The course was implemented in the fall 1989 semester and was scheduled during a daytime period for the convenience of day students. During Spring 1990, the course will be offered in the evening for the convenience of working students and the community at large. Evaluation of the new humanities offering will be made at the end of the 1989-1990 academic year.

Suzanne Hintz is currently on a leave of absence from teaching to pursue her doctorate at George Mason University's Center for Community College Education.

Sally Nelson has taught composition and literature at community colleges for over 15 years and is currently Chairperson for the Division of Humanities, Social Sciences, and Developmental Studies at Germanna Community College.

Joel Tate holds a Ph.D in Social Science Education from George Peabody College of Vanderbilt University. He has been teaching sociology, anthropology, and social sciences at Germanna Community College since 1969.

Focus on the Learning Disabled

Working with the Learning Disabled College Student

Marlene Herakovich and Jeananne Dixon

An increasing number of learning disabled (LD) high school students is entering Virginia's community colleges. We want to know how to best help these special students to succeed, not only because we are caring professionals but also because it is required by the law.

Since most campuses in the Virginia Community College System receive federal funding, the colleges are required by law to provide LD students with the opportunity to pursue a college education. Each learning disabled person should be offered an education by whatever means are most appropriate. We hope we can meet the educational needs of these special college students who have been recognized officially under Public Law 94.142 and Section 504 of the Rehabilitation Act of 1973. A learning disability is counted as a handicap under the law, like blindness or other physical handicaps.

The Department of Health, Education and Welfare defines a learning disability in this way:

> Children with specific learning disabilities means those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematic calculations. Such disorders include such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Such a term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, mental

retardation, or emotional disturbance or of environmental disadvantage.

In 1986, the Association for Children with Learning Disabilities (ACLD) endorsed but broadened the definition.

- It is not merely children who are affected; it is a condition which persists throughout life.
- Most recent research indicates a central nervous basis, but the origin has not yet been determined.
- The condition does not necessarily destroy or delete a function but may impair or alter the function.
- Even when the condition is chronic, there may be waxing and waning of its manifestation, and it may selectively affect some abilities while leaving others unaffected.

The ACLD emphasized that learning disabilities are distinct from other handicaps; consequently, intervention must be uniquely designed.

Dr. Suzanne Stevens responds this way when asked, "What is a learning disability?"

> Approximately one-tenth of all children are learning disabled. Although they are not mentally retarded, emotionally disturbed, or physically handicapped, these children fail to learn to read and write and spell when taught in a regular classroom by standard classroom methods.
>
> As a result of the failure of these students in school, parents, teachers, classmates, and friends accuse them of being stupid and lazy.
>
> The learning failure is bad enough, but constant criticism and ridicule cause really serious damage. They kill the child's feeling of self-worth, so that he grows up angry, guilt-ridden and lacking in self-confidence.
>
> Understanding learning disabilities can help classroom teachers stop the vicious circle of failure and frustration that damages ten percent of our children needlessly.
>
> The learning-disabled child's worst enemy is the ignorant adult.

The psychological reaction to being LD can easily become a further source of scholastic failure and poor adjustment.

We must also be aware that the learning disabled often graduate from high school with insufficient background for college. They may have been spoon fed in resource rooms, lack study skills, and need help in becoming independent learners. Like many students, they may need to assess realistically their potential for college. They may have an inflated perception of their abilities because they haven't been challenged. Too many remain in basic English, math, etc., throughout their school careers.

We need not take the role of an LD specialist or an educational therapist; we are not going to *cure* a learning disability. It is, in fact, impossible to cure, but we can help students to cope with their disabilities. Since many LD college students have been in special classes for years, we should not be expected

to accomplish more than teachers have accomplished in the past.

There are some things we can and should do to help learning disabled students get the most out of college. Many strategies that we can be comfortable with have been used with deaf and physically handicapped students. These include allowing for alternate ways of learning and retaining the required materials; using alternate means of testing for comprehension of the material covered in our courses; and being understanding friends and advisors, lending support to students in their needs and desires to become competent adults.

In the hope of increasing awareness of what college instructors can and should do to accommodate LD students, I would first like to point out what we are *not* expected to do. We should not lower our own standards of teaching. Learning disabled students are not in our classes for free rides. It is important for LD students to receive grades based on how much they have learned. Having earned the right to be in college, they have also earned the right to fail.

As previously stated, "learning disability" is a general expression for a variety of specific disabilities. A common misconception among those not familiar with learning disabilities is that LD students are retarded. These students are *not* retarded. College instructors should keep in mind that the learning disabled students' needs center around information processing. Students with learning disabilities have trouble taking information in through the senses and bringing that information accurately to the brain. The information often gets "scrambled." These students may have difficulty with discrimination (perceiving differences in two like sounds, objects, or symbols). Because the information does not reach the brain accurately, the brain often does not do a good job of storing the information, and poor memory results. Thus, it is important that learning disabled students receive and transmit information in a form or modality that works best for them.

Learning disabled students should always be referred to the special-needs counselor and/or the college learning lab for the coordination of planning and the clarification of expectations. The first step is to document the disability. Most students will have been tested by their high schools or by private agencies. Those needing identification of a specific learning disability will be referred to outside sources. Once documentation is received, it should be kept in a confidential file in the special-needs counselor's office. An instructor should be notified that an LD student is taking a class *only* at the student's request. Although students are encouraged to inform their instructors, many will resist, either out of embarrassment or fear of negative effects.

Once identified, the student who has difficulty with written symbols can use texts that are recorded verbatim (like those used by blind students). In this case, the student should be encouraged to listen and read along. A special needs counselor can assist the student in obtaining these texts through Recording for the Blind. Special four-track tape recorders are necessary for playing these taped textbooks.

The student can also be shown how to obtain textbook information in "economical" ways by using chapter summaries, pictures and captions, graphs, tables, bold type, italics, headings, tables of contents, indexes and glossaries.

Some LD students are unable to communicate effectively through printing or cursive writing. This condition may manifest itself in written work that appears careless. For such students, oral examinations and reports are more valid evaluations of what has been learned. Some of these students may be able to use computers (word processing with spelling checkers); calculator spellers, such as the "Franklin Speller"; or typewriters for written communication. Many can't. Another solution is for someone to take dictation from the LD student.

Other LD students, for all practical purposes, are "lecture deaf." Many of the techniques that assist deaf students will also assist these students, taping lectures or getting copies of notes from other students or from the instructor.

Still other students will have difficulty with sequential memory tasks involving letters (spelling), numbers (mathematics), and step-by-step instructions. For these students, it helps to break up tasks into smaller parts. Tutoring in math and assistance with spelling will be required.

In general, the more sense modalities – visual, auditory, tactile, kinesthetic – used in the teaching/learning process, the better the LD student will learn. Putting pertinent information on the board, using handouts, providing hands-on or role playing experiences, whenever possible, all help.

An effective teacher for the learning disabled follows the old Chinese Proverb: "When I hear, I forget; when I see, I remember; when I do, I learn."

Because we expect college students to absorb information, communicate it, and be evaluated through the printed page, LD students will need assistance and support from their instructors in finding innovative ways of receiving and transmitting information and in being evaluated. Because learning disabilities are "hidden," instructors may have understandable doubts about the necessity of these alternative approaches. Therefore, the college requirement of documentation of this handicap is essential. Further, this labelling is *not* something one should take lightly: it requires a trained (and insured) professional to administer the necessary battery of tests to identify a learning disability. Many colleges do not test, but do have outside sources available for referral.

The fact remains that the learning disabled student's capacity for learning is intact. It is only the means by which information is processed that is different. Learning disabled students *can* look forward to a successful college experience. They can learn; they simply learn *differently*.

There have been many successful LD people. Albert Einstein didn't speak until he was three. By 30 he was speaking in terms far above the understanding of the average man. One need only look at his writing and spelling to see he was clearly LD. Thomas Edison could not learn to read in the traditional school room. It was only through the

efforts of a persistent, patient mother that he learned and went on to become one of the most imaginative inventors in history. Nelson Rockefeller is said to have been surrounded by competent, understanding aids who handled his money and helped with recalling names and with managing his reading and writing tasks.

General George Patton got through West Point by memorizing textbooks. Agatha Christi suffered through her English classes. Tom Cruise learns lines from tapes. Barbara Streisand can't use a tele-prompter. One could go on and on.

With support and understanding, the over 25 million Americans who are learning disabled *can* succeed.

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Focus on Community College Planning

This is the second in a series of two papers on environmental scanning/forecasting. See also "Developing Environmental Scanning/Forecasting Systems to Augment Community College Planning" in the spring/summer 1989 issue of the *VCCA Journal*.

Developing an Environmental Scanning/Forecasting System to Augment Community College Planning: Implications from a Seminar

James L. Morrison

There is increasing interest among college and university planners in developing an environmental scanning/forecasting capability to support their planning activities in an uncertain and turbulent world (Norris and Poulton, 1987). At this time, however, only a few institutions have developed even rudimentary scanning/forecasting systems (Morrison, 1987). One reason for this state of affairs is a lack of experience in developing and operating such systems in higher education. Environmental scanning and forecasting techniques are used much more extensively in the corporate world, but the proprietary nature of this world has inhibited the cross-cultural knowledge dissemination of not only how these techniques are used, but also how they are developed. Boucher (1988) estimates that the development and use of these techniques in the proprietary sector is some 15 years ahead of their knowledge and use in the public sector.

Another factor inhibiting the use of these techniques in community colleges is the prospect of imposing a new system on an already burdened planning office. How can such a system be organized? What information sources are best? How can we categorize, handle, and evaluate the plethora of information which such a system would produce? How can we efficiently use this information to aid our planning activities, both for the institution as well as for academic programs within the institution? What additional resources would be required?

The purpose of this paper is to respond to such questions by describing a continuing seminar on planning and policy analysis which I

Figure 1

Environmental Scannning Taxonomy

Demographic	Social
Technological	Economic
Political, Legal, Regulatory	Environmental
Military	U.S. Army
U.S Air Force	Dental
Hospitals	Church Related Colleges
Business Schools	Departments of Physical Science
Senior Colleges	Public Education
Nursing	

Figure 2

Seminar Information Resources

Major Newspapers

The New York Times	*The Miami Herald*
The Wall Street Journal	*The Chicago Tribune*
The Los Angeles Times	*The Christian Science Monitor*
USA Today	*The Chronicle of Higher Education*
Education Week	
The Times Higher Education Supplement	

Major Journals

Social/demographic	Technological
American Demographics	*Byte*
Public Opinion Quarterly	*High Technology*
Technological Forecasting and Social Change	*Datamation*
Information World	*Computer World*
	Discover
Economic	Political
Business Week	*The Economist*
Fortune	*Mother Jones*
Forbes	*New Republic*
Money	*The National Journal*
Inc.	*The National Review*
Monthly Labor Review	
All Sectors	
Vital Speeches of the Day	*Kiplinger Washington Letter*
Across the Board	*Time*
Naisbitt Trend Letter	*Newsweek*
U.S. News and World Report	*Future Survey*
The Futurist	

direct at UNC-Chapel Hill. This seminar is for doctoral students who wish to conduct planning and forecasting studies for their doctoral dissertations, or who wish to learn such techniques as part of their general program of studies. The seminar is offered formally in the spring, but continues yearround on a biweekly basis. Participants review manuscripts written by seminar members, discuss methodological and theoretical issues, maintain a scanning and a research literature database, and discuss any problems/high points in the environmental scanning and literature review activities. Except for the spring semester, the seminar carries no credit (for professor or student), but independent study credit or internship (research apprenticeship) credit is possible on a student-by-student basis. This summer seven students were attending the seminar on a regular basis; three students who lived out of the area were sent all seminar communications and were given seminar assignments. The seminar represents a low cost activity that a college or university planning office could replicate to develop their environmental scanning/forecasting system for planning activities.

Environmental Scanning Activity

One of the major projects of the seminar is the development of an environmental scanning database. We use a taxonomy in which the dissertation area of each student is included along with typical scanning domains. This taxonomy is displayed in Figure 1. It is relatively simple because the microcomputer data base program we use (see below) allows every word to be a key word identifier; therefore, the more elaborate taxonomies used by other organizations (e.g., the United Way of America Environmental Scanning Data Base) are not necessary. All that is required to file the "hard copy" is a sequential number within each category. In essence, each student can receive the benefit of the general scanning efforts of all participants for his or her particular project.

Each student is assigned specific journals and newspapers to scan in order to augment the data gathered by students from previous years and to keep the material current (See Figure 2). Scanners are responsible for the initial classification of the articles they submit to the data base and for appending a brief statement of the implications for higher education.

The "base of operations" for the seminar is in the School's Instructional Materials Center. The director of this center has provided file cabinets for our hard copy and a Macintosh Plus computer to manage the electronic data base. In the file cabinets, the front of each category contains an empty folder for "scanners" to insert their material. In addition, each student is assigned an environmental scanning domain with the responsibility of maintaining the indicated files, abstracting articles in these files, assigning a taxonomy identification number to each article, and entering the abstracts on the electronic data base. This procedure (a) encourages submissions (scanners are much more likely to submit information if they do not have the responsibility for abstracting it); (b) ensures that information is reviewed by two persons; and

Figure 3

Criteria for Abstracting

Identifying A Source Document

- Does the item represent events, trends, developments, or ideas that you have never before encountered?
- Does the item contradict previous assumptions or your own beliefs about what seems to be happening?
- Is the article from a surprising source, such as a liberal or conservative journal?
- Can you link the item to other abstracts you have previously written or seen?
- Do the implications of the item have explicit or implicit bearing on the long-range program or management of the institution?

Writing the Abstract

An abstract is an easy-to-read digest of original material. The goal is to write a concise, accurate presentation of the material that is fully understandable without reference to the original source.

To begin the summary section, ask yourself, "If I had only a few minutes to describe this article to a colleague, what would I say?" "What is the most important idea or event that indicates change?" Your response to these questions should be the lead sentence of the abstract. Follow this sentence with development and explanation. Use quotation marks to make it clear when you are making direct citations from the text. Whenever possible, include statistical data.

The implications section of the abstract is where you respond to the question, "How will the information in this article affect higher education?" You might also include a list of those emerging issues suggested by the article, a description of future events you see occurring as a result of the trend identified by the article, and/or an identification of issue stakeholders if they are not listed by the article.

Speculation about implications is a part of the scanning and abstracting process. Here you try to determine an item's potential for affecting other facets of the social environment and/or higher education. There are no "right" answers; just write a couple of sentences that indicate your reasons for selecting the article for inclusion into the data base.

Source: modified from *Trend Analysis Program*, American Council of Life Insurance, as reported in Morrison (1987)

(c) ensures that the information in the filing cabinets is current and not redundant. (See Figure 3 for their instructions for how to abstract.)

The Futures Research Literature Data Base

Each seminar participant is also assigned one or more professional journal (see Figure 4) to search for pertinent literature dealing with a number of categories describing the methodological and substantive scope of the seminar (see Figure 5). During the spring 1988 semester, we used a CD ROM program to search triangle area libraries and the ERIC system for materials that fit these categories. These materials supplemented the manuscripts that we have been gathering for the past eight years on the methods and theory of futures research and their use in higher education. This data base increases our knowledge, understanding, and ability to use forecasting concepts and methodologies in planning activities.

The Electronic Filing System

The electronic literature data base and the electronic scanning data base are beta programs that work in conjunction with Hypercard on a Macintosh computer. When the program is activated, a "home card" appears on the screen. There are several entry locations on the card. The first is a field for insertion of the taxonomy number. The second is a three line field for a bibliographic notation, which for consistency, is entered in APA format. The third field is a three line "scroll field" for abstracts. Although only three lines at a time are shown on the screen, this field takes up to three pages of notes. The fourth field is another three line "scroll field" for implications of the article for education. Again, although only three lines are shown on the screen, up to three pages of information can be entered in this field. At the bottom of the "card," the viewer sees three "buttons" labeled "trends," "events," and "policies." If the "trend" button is "clicked," a card labelled "trends" replaces the home card on the screen. The first field on this card is for restating all trends reported in the article as Delphi statements. On the left border is a chart icon. If this icon is "clicked," MicroSoft Chart becomes operative so that the user can input trend data, including forecasted data from the article. The resulting graph is pasted on the card. The "event" and "policy" cards have the same format. Therefore, we are able to develop a rich set of trends and events from which each student can select those particularly pertinent to his or her research project.

The major advantage of this program for the seminar is that every word on any card is a "key word identifier." That is, there is a search feature that enables the user to type in a word or series of words (e.g., Hispanic) to produce a smaller "stack" of all cards containing this word. Words further delimiting the data base may be used. If there is not sufficient information on the card for the user, the taxonomy code number enables him or her to find the complete information resource in the hard copy files. Another advantage of this program, particularly when used

Figure 4

Journals Scanned for Futures Research Data Base

Administrative Science Quarterly
Academy of Management Science
Business Horizons
California Management Review
Future Survey
Futures
Human Relations Journal
Harvard Business Review
International Journal of Education
Long-Range Planning
Management Planning Journal
Organizational Dynamics
Planning for Higher Education
Strategic Management
Sloan Management Review
Technological Forecasting and Social Change

Figure 5

Literature Data Base Categories

Alternative futures
Delphi
Environmental scanning
Forecasting
Futuring
Internal analysis
Misc (bibs, proposals, etc)
Organizational adaptation
Policy analysis
Perceptual analysis
Strategic decisions
Strategic planning
Use of futures methods in education
Change
Environmental uncertainty
External analysis
Futures Research
Information and adaptation
Long range planning
Strategic change
Organizational uncertainty
Policy-impact analysis
Strategies
Strategic management
Trend-impact analysis

to abstract the futures research literature data base, is that the bibliographic information can be sorted by last name of the author for each "stack" and printed. Thus, bibliographic data need never be reentered when writing papers using this information. Finally, it is relatively simple to move information out of the Hypercard environment to a word processing file. For students using IBM compatible microcomputers, this file can be converted to an MS DOS text file in the University's microcomputer support center. Each student is encouraged to use the same word processing program; for example, using Microsoft Word for the Mac and for the IBM allows transfer of format as well as text.

Software Support Systems

Two other software programs will be available to the seminar. SYSTAT Corporation's SYSGRAPH used in combination with SYSTAT will enable us to input forecasted trend and event data and have as our output graphs of medians, upper quartile and lower quartile scores for each trend or event. In addition, Bravo Corporation is under contract with Arizona State University to produce a state-of-the-art cross-impact model with greater power than current mainframe models that can run on an IBM AT.

Four students in the seminar will gain experience in this software via a research apprenticeship on a project with Arizona State University to evaluate their program for the recruitment and retention of minority faculty, staff, and students. The contract calls for tying evaluation to planning, via a study of the "most likely" and alternative futures for this program. The other students in the seminar who were apprentices on an Army alternative recruiting futures project will also be able to use the software in their dissertation projects.

Use of the Scanning/Forecasting System

The purpose of establishing an electronic scanning/forecasting data base is, of course, to facilitate planning. In our case, we are using a planning model based on QUEST (Nanus, 1979) that employs a variety of research techniques (environmental scans, judgmental forecasts, cross-impact analysis, and scenarios) to develop and describe "most likely" and alternative future environments that are then used to develop organizational plans and policies. We have named this model ED QUEST (Morrison and Mecca, 1988). This model forms the basis for a number of case study dissertations: a study of the application of ED QUEST in the strategic planning process used by an institutional planning team of a two-year college; a study of implementing the model as an organizational development technique; an application of the model to a department charged with training and development at a university teaching hospital; an application of the model to planning for a learning resources center in a school of dentistry. Other dissertations include an application of the model to a department of physical sciences in a liberal arts college; a project on planning the future of a consortium of church-related colleges; an application of the

model to a study of the future of the nursing profession; a project on the future of university offices of student affairs; and a project on alternative futures for the U.S. Air Force Education Centers (to be completed during the 1989-90 academic year).

Future Prospects

One project in the preliminary stages, which may give sustenance to the seminar and enable us to recruit students with graduate assistantships, will establish an environmental scanning program for a state-wide consortium of two-year colleges. A draft proposal submitted to the North Carolina Department of Community Colleges was discussed with the Executive Vice President and the Director for Planning. The Department is interested in contracting with the University to develop and maintain an environmental scanning data base and to provide training in planning and forecasting for decision-makers in participating institutions.

Summary

The point of this paper is to illustrate the possibility of organizing and developing an environmental scanning/forecasting capability with relatively meager resources. Of course, a planning office would have to use salaried staff members to do the work that unsalaried graduate students perform in the seminar. This would probably mean adding staff members (or in research universities, employing graduate students) or reassigning some job tasks of current staff members. Another alternative is to engage colleagues in the institution in the scanning/forecasting enterprise. For example, several of the students in the seminar are full-time professionals in various institutions where they are applying a planning model requiring scanning/forecasting activities that involve their colleagues. The payoff, of course, is the enhancement of the capability of the institution to be more anticipatory and proactive in positioning itself in a climate of uncertainty.

Notes

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Book Reviews

Building Communities: A Vision for a New Century.

By the Commission on the Future of Community Colleges. AACJC Press.

Reviewed by Dan C. Jones

It has been over a year since the publication of *Building Communities* in April 1988 by the American Association of Community and Junior Colleges, time enough for the significance of this document to be fully realized. Written by the select Commission on the Future of Community Colleges, the report has had an especially strong impact in Virginia – serving as a model for the format and powerfully influencing the content of the Virginia Community College System's long-range plan, *Toward the Year 2000*, published in November 1988.

Appropriately, *Building Communities* asserts that good teaching and active learning are "the vision and inspiration" of the entire report, "the means by which the vitality of the college is extended and a network of intellectual enrichment and cultural understanding is built" (8). By and large, the report delivers on this promise, with informed discussions of various issues relevant to instruction as well as many meaningful recommendations interspersed throughout the seven chapters.

If the document can be faulted, it is for an occasional timidness in the specific recommendations for action. For example, the report rather boldly concludes that "the increasing numbers of part-time faculty at many colleges are a disturbing trend" and supports "a healthy balance between part-time and full-time faculty" (12-13). However, the actual recommendation is surprisingly unassertive: "As a general rule, a *majority* (italics mine) of credits awarded by a community college should be earned in classes taught by full-time faculty" (14). The recommendation is especially surprising since the current average percentage of classes taught by full-time faculty is estimated by *Building Communities* itself to be about 75 percent (12). If I read the recommendation correctly, it allows for (and even encourages) a 25 percent increase in the number of classes currently taught by part-time faculty, a direction which seems to be in direct contradiction to the language and spirit of the discussion which leads to the recommendation.

I suspect that the recommendations throughout the report, like most conclusions drawn by committees, are the result of compromises among the diverse perspectives represented by the committee members. And this isn't all bad. The report represents solid work and is even inspiring in places. However, there do exist the kinds of inconsistencies which are inevitable as a part of the nature of the beast (a committee report).

More inspired are the recommendations for a core curriculum strong in the liberal arts which is "integrated into technical and career programs" (18). Yet again, the suggestions for how this integration might take place in practical terms remain quite vague and even elusive. What specific suggestions that are given (interdisciplinary courses, special seminars, and the like) do not begin to resemble honest, long-term solutions to this perplexing problem.

Thus, the document is quite useful in that it raises the right issues and puts them all in one place in an organized way. The real importance of *Building Communities* is that it has begun a more substantive discussion of these issues in administrative board rooms, faculty forums, and student government associations throughout the nation. Where the discussion ultimately leads is anybody's guess at this point, but my own impression is that the effect has been very positive thus far, especially in the opening of dialogue and debate within the VCCS about truly substantive issues. This trend is a healthy one.

Building Communities is well worth reading (and rereading) at least twice each year, to remind ourselves of what the important issues are and how well we are dealing with them. The report truly is, as its subtitle suggests, "A Vision for a New Century."

Colleges of Choice: The Enabling Impact of the Community College.

By the American Council on Education.
Macmillan Publishing Company.

Reviewed by Debbie Stanley

The community college must reassess its mission and redirect its goals and priorities accordingly if it is to enter ably into and then thrive in the twenty-first century. Cohen and Brawer acknowledged this claim in 1982, Cross in 1985, and, most recently, the Commission on the Future of Community Colleges revealed a need for change in their report, *Building Communities: A Vision for A New Century* (1988). Although the organizing principles of access and growth have endured in

the two-year college for nearly three decades, current trends such as limited economic growth, fewer college-age students, and a national focus on excellence in education threaten not only the integrity but alsothe continuation of the community college, according to Judith Eaton. "As a higher-education enterprise of major importance, we are at a point where we need guiding principles for a differently perceived and valued higher-education enterprise." The idea is not a new one, but it is given new clarity and direction by Eaton and the thirteen contributors to *Colleges of Choice*.

Eaton's framework for reform requires an expanded collegiate identity, quality leadership, and an orientation to the future. The contributors of Part One (Collegiate Identity), Richard C. Richardson, Jr., Alison R. Bernstein, David W. Breneman, Robert H. McCabe, and Richard K. Greenfield, explore the compatibility of access and excellence; they confirm that the two are not mutually exclusive and agree that efforts need to be made by both faculty and administration to improve academic standards and student learning in the community college if the institution is to maintain and enhance its status as a viable option for higher education.

In Part Two (Context-Defined Leadership), Robert Birnbaum and James L. Fisher focus on the qualities needed by current and future community college leaders, those who are charged not only with initiating fundamental changes in the institution but also with overseeing the adaptation to and eventual consequences of those changes. Fisher is confident that leadership can be learned and that positive action can be implemented through the power of the position, but Birnbaum concludes that leaders, especially college presidents and other institutional leaders, are not significantly influential in relation to "other forces that affect organizational functioning." Birnbaum's position slightly undermines Eaton's idea that effective leadership is integral to the rejuvenation of the community college.

Part Three (A Future Orientation) is comprised of several different views of future higher-educational needs. David Macarov analyzes the changes occurring in the national economy (the transition to a service-oriented work place) and makes predictions about how these changes will alter the content of future educational programs. The need for teaching citizenship in the community college is addressed by Leonard P. Oliver; he believes attention should be given to "critical, analytical thinking that enables a student to build the capacity to exercise informed public judgment." The final two essays (Richard L. Alfred, S.V. Martorana, and Eileen Kuhns) assert that the future of the community college is dependent upon the formation of public-service partnerships with public and private-sector organizations; these authors view the *communiversity* as the college of the future.

Colleges of Choice is an attempt to address the question of what direction the community college should be taking as it approaches a new decade and a new century. In the final section, the contributors make specific recommendations for establishing and maintaining collegiate identity, context-defined leadership, and

a future orientation; in essence, they merge and condense their diverse ideas into a clear and coherent set of guidelines to direct future change. Eaton's goal is achieved if those involved in community college education not only read but act on these guidelines.

Bottom-up Marketing.

By A. Ries and J. Trout.
McGraw-Hill.

Reviewed by Daniel E. Vogler

Bottom-up Marketing is persuasive – just as a marketing book ought to be – in presenting ideas for marketing the college and its programs to various constituents.

Here you will find a logical and systematic presentation of an approach that is radically different from that of contemporary marketing. The book's organization helps you to grasp important concepts, and numerous examples of successful and unsuccessful practices are carefully woven into the presentation so that you will find it easy to apply what you learn at your own college.

I did not agree with all of the components of the approach and had difficulty in making distinctions between some of the terms. Basically, Ries and Trout support the concept of working from the specific to the general. The specifics in *Bottom-up Marketing* refer to "tactics" while general notions refer to "strategies." A bottom-up marketer must identify the tactic and then the strategy. A consequence is that one must reject the very popular notion of strategic planning.

The book contains 21 short chapters with self explanatory titles. Several of these are as follows: Tactics Dictate Strategies, Going Down to the Front, Monitoring the Trends, Narrowing Your Focus, Finding Your Tactic, Building Your Strategy, Making the Changes, Testing Your Strategy, and Cutting Your Loses.

The first chapter gives a convincing argument that most marketing efforts begin with the strategy and then move to the tactic. The authors contend that this is backward and that most *successful* marketing efforts start with tactics (how to do it) and then move to strategies (what you want to do). An application of this approach in the community college would be to commit to the tactic of structured faculty visits to local secondary schools. The strategy that follows would be to aim at establishing relationships directly connecting community college faculty with secondary school faculty.

The second chapter explains the necessity of getting the marketing team "down to the front" where the marketing battle becomes a struggle for a place in the consumer's mind. This concept is reinforced in later chapters. Ries and Trout tie several contemporary concepts about change into their approach, noting that change is difficult for most of us and that change is frequently influenced by our mental outlook.

The book concludes with chapters describing how to recognize tactics and strategies that aren't working and how to cut one's marketing loses short. These chapters are balanced with examples to help the reader identify successes and suggestions to help exploit those successes.

The book is worth the time that it takes to absorb it – probably a couple of evenings. I found myself applying several of the notions in different contexts immediately. While it is too early to assess the effectiveness of these trials, I have certainly gained new insights into successful college marketing.

Our Reviewers

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